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ABSTRACT

Major issues regarding the feasibility of training on-site educators to become evaluators of multicultural programs in classrooms are discussed. The issues evolved from a 10-month training/research project in California. Four sections comprise the report. Section I provides an introduction to the project. Section II discusses the two phases of the research study. The first phase followed the trainers' workshop on provisioning the multicultural classroom and the second phase followed the workshop on activities in the multicultural classroom. Section III describes the quantitative and qualitative aspects of a special evaluation study which used pre- and posttests with experimental and control groups. Section IV lists six outcomes of the study: (1) the development of six training units on multicultural education (Setting up the Multicultural Classroom, Selecting Children's Books with a Multicultural Perspective, Communicating and Working with Parents in the Multicultural Classroom, The Child's Self Concept in the Multicultural Classroom, Language in the Multicultural Classroom, and Developing Sense Perception in the Multicultural Classroom); (2) two one-week training workshops in multicultural education for trainers in the San Francisco Bay area; (3) the initiation of a network of trainers in the Bay area; (4) the development of an interactive team approach to evaluation in multicultural classrooms; and (5) development of four instruments for use in evaluating the multicultural classroom. The table of contents of the six units, copies of pre- and posttests, and scoring criteria are provided. (KC)

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TRAINERS IN MULTICULTURAL EDUCATION

FINAL REPORT

SEPTEMBER 30, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

TRAINERS IN MULTICULTURAL EDUCATION PROJECT

I. INTRODUCTION

This is the final report on the Trainers in Multicultural Education (TIME) project at the Far West Laboratory, San Francisco, CA. The project included three major components as follows: I. Workshops for Trainers; II. Networking Activities; and III. Special Research Study. The activities related to the first two components have been described in our previous progress report (See Appendix A). The primary focus of this presentation is to report on the activities related to the issues and findings of Component III.

The importance and need for Component III is indicated by the number of current problems and dissatisfactions related to the evaluation of ethnic heritage programs. Historically, both the ethnic heritage and early childhood programs have suffered from the lack of evaluation approaches which are relevant to the needs of the particular groups of children and communities. "That's not relevant to us!" is a familiar cry in response to evaluation efforts in many ethnic minority neighborhoods. Thus the TIME project in working with assessment issues in multicultural programs at the early childhood level, is a particularly timely endeavor and its findings have implications for the development of a more useful approach to local on-site evaluation programs.

There are at least two major aspects of concern on the question of "relevancy" as related to the evaluation of multicultural programs. The first aspect is the question of the measures used in evaluation - do the items "make sense" in the context of a particular community? The second aspect is the people involved in the assessment process - is the evaluation being done by people who are in the classroom and are knowledgeable about the children

and parents of different cultures or is it in the hands of "experts" who are coming in from "outside" the school and community?

The TIME project addressed the first concern of relevancy in assessment measures by assuming that the most relevant items would be those that were directly generated and developed by concerned adults within the community. Thus, the instrument development effort was conceived as an interactive approach by which any group of adults in a community could participate in the development and implementation of an assessment program. However, in order to stay within the constraints of time and budget in the current project, this larger view of instrument development was adjusted so that only local educators and project staff were involved in this study. However, it is our hope that a future effort will include a wider range of participants (i.e., parents and community representatives) in the interactive process. Our major purpose at this time was to explore the feasibility of such a cooperative approach to item generation, and it is hoped that our experience will encourage the further use of this type of on-site development of measures.

The second aspect regarding the selection of evaluation staff was approached in the TIME project by assuming that some of the most effective and sensitive evaluators are members of the on-site educational team (teachers, parents, administrators, etc.). In contrast to outside observers who are visiting the classroom, the educators in the classroom have the opportunity to know the children on an intimate day to day basis. This was the underlying rationale for providing training for on-site trainers so that they could take on a dual role as trainer/evaluators. This procedure not only resolved the question of the appropriateness of personnel conducting evaluations but also provided for a continuity of program efforts beyond the end of the project's formal funding. That is, there was a concern on the part of TIME staff that the training program provided this year would

serve to initiate an on-site cadre of trained trainers/evaluators who were part of permanent school staff and therefore able to continue the implementation of the program beyond this year. Our contacts with field trainer/evaluators have provided assurance that the TIME training approach will continue to be used, e.g., the San Francisco Resource Center is currently conducting workshops using the "Senses and Perception in the Multicultural Classroom" unit and the Pleasanton school district already has planned workshops for teachers this fall using the TIME materials.

During the 10-month period covered by the TIME project, a number of events have occurred in California which have had a critical impact on project efforts related to the evaluation component. The effect of the Oakland School strike on evaluation activities following Workshop I has already been described in our earlier Progress Report. The evaluation activities following Workshop II has had an even more severe impediment in the passage of Proposition 13, the Jarvis-Gann's bill. In the weeks following this event all the school systems planned to cut their budgets. As one typical example, one of our sites (Newark School District) proposed a cut of $7 million out of the original $15 million in their budget for this year. This would require the loss of large numbers of school personnel via termination, salary cuts and reassignments. Prior to its passage, many school districts in the Bay Area were already sending out lay-off notices"in the event that Proposition 13 passes." Thus, the level of staff morale and interest in staff development activities has been extremely low for the months related to our Phase II evaluation activities. The teachers have been saying: "Why should we go to workshops, when we're going to be fired?" The administrators have been saying, "We better not allow release time for workshops because we need to save money for next fall." The situation with minority staff has been particularly discouraging because of the State Department of Education policies regarding "last hired - first fired" priorities

has had a disproportionate effect on minority staff because they tend to be among the most recently hired staff members.

During the same period, the project staff had been reviewing the evaluation activities related to Workshop I. It was becoming increasingly clearer that the original plan of training trainers to become evaluators was based on a number of assumptions which were incongruent with the field situation. As originally designed, the evaluation studies used a traditional research design which included the pre-post testing of experimental and control groups. In a sense, the data collected was thus to be viewed as a measure of the effectiveness of the training program. However, during the period of working with trainer (evaluators, it became apparent that instead of looking at the outcome (i.e., classroom data), we needed to take a closer look at the process (e.g., what competencies are needed) of training educators to become evaluators.

The above situations were reviewed with our project monitor, Ms. Carmen Rodriguez, during her site visit here on June 13. During this visit she observed a number of TIME classrooms at both elementary, Head Start levels. She also met with TIME trainers from the San Francisco Children's Centers and the Bay Area Bilingual Education League. After much discussion, it was decided that the report on the evaluation activities of the TIME project would focus on the type of information which would be useful to other projects who may be interested in working with "grass roots" practitioners to conduct research in ethnic heritage areas. Thus, instead of focusing on the use of collected data, the report would address some major issues regarding the feasibility of training on-site educators to become evaluators of multicultural programs in classroom situations. These issues would be studied by looking at

questions such as the following:

A. What are the competencies, skills and attitudes which are needed by the educator to play an evaluative role?

B. What is the initial state of such attitudes, skills and competencies in a sample group of trainer/evaluators? How does this initial state change during the period of the study?

C. What support mechanisms need to be provided by others with more research and evaluation experience?

D. What types of information can be collected by the trainer/evaluators in the study? What are the conditions in local school-sites which affect training and evaluation efforts?

E. What are the implications of the study for further work with the development of on-site evaluators for multicultural programs?

The following sections describe TIME activities related to the above questions. In particular, questions A through D above are addressed in Section III. Description of Research Study: Trainer/Evaluators, and question E is examined in Section IV: Summary and Future Directions.

II. DESCRIPTION OF RESEARCH STUDY: CONTENT FOCUS

There were two phases to the special evaluation study conducted this year. The first phase followed the trainer's workshop on "Provisioning the Multicultural Classroom" and the second phase followed the workshop on "Activities in the Multicultural Classroom." In each phase, the evaluation consisted of working with trainer/evaluators to develop and use instruments to measure the effects of training on classroom provisioning and activities. Thus, the major difference between Phase I and II was in the content focus of the data collection. The procedures for developing the measures and for data collection and treatment were similar for both phases. The following sections describe all these activities in greater detail.

A. Content Focus: Phase I

The general overall focus in Phase I was to measure the changes in the multicultural classroom in terms of the provisioning of the classroom. This provisioning was examined from two different perspectives: (1) Physical provisioning and (2) Social provisioning. The physical provisioning of the classroom includes all the concrete objects (e.g., furniture, bulletin boards, books, toys, materials, etc.) within the four walls of the room. The social provisioning includes all the people in the classroom. As indicated by the term "provisioning," the teacher is assumed to have the major responsibility for selecting, arranging and providing for the physical and social environment of the classroom. The study of each of these two perspectives in the multicultural classroom involved the development of an underlying rationale which is described below.

1. Physical provisioning. This aspect of the classroom is important because it "sets the stage" for learning. The function of the classroom is to provide a physical setting for the process of learning to take place. It must necessarily reflect the ethnic backgrounds of a variety of different cultures.

   In what ways can a classroom physically provide for a multicultural experience? There are at least two cultural levels in the physical provisioning of the classroom: (1) it should reflect the cultural background of the children in the classroom; and (2) it should provide elements from cultures beyond those that are represented in the classroom.

   The first level of developing a classroom which reflects the culture of the children in the class may be considered a minimum level of classroom adequacy. If the classroom is to fulfill its function of providing a learning environment for the child, then the first requirement is that it be familiar and comfortable place for the child. This requirement is especially critical for minority children in the early childhood age range (K-3rd grades) because these are the ages which represent the child's first experience with a major culture which may differ markedly from his/her own home.

   The second level of physical provisioning refers to the expansion of cultural horizons beyond those represented by the children in the classroom. This aspect is particularly important for classrooms which may be monoethnic in character. Many classrooms in our

country are composed of children from one ethnic background and the provisioning of a classroom which provides a multicultural perspective is an essential part of their learning environment. In looking ahead to the foreseeable future of this generation of school children, it is clear that they will be living as adults in an international, global society in which the ability to understand and communicate with a variety of different cultures will be even more critical than it is today. Thus, we as educators have a tremendous responsibility to provide an educational setting which will not only prepare the child for our own multicultural society but for a larger world community.

If we are agreed that there needs to be a diversity of cultures provided for in the classroom, the next question is "How should these cultures be represented?" The answer requires some planning regarding the varieties of materials and experience which are to be made available to the child. For example, if a classroom has a set of books on the geography of 10 different countries, it could be said that the physical classroom provides materials related to 10 different cultures. However, another classroom may have the same 10 cultures represented in a number of different ways, such as (1) pictures, books, games (e.g., African pebble board); (2) art materials (e.g., Asian calligraphy brushes or Origami paper); (3) clothing (e.g., dashikis and kimonos in the housekeeping corner), etc.

Thus, it is important that in the assessment of the two classrooms above, we should try to be more specifc and to formulate our evaluation so that we will be able to identify the difference between quantity

and quality, i.e., the number of multicultural materials vs. the diversity of materials provided. Based on these considerations for measuring the physical provisioning of the classroom a set of assessment items were developed to look at both these aspects in the first TIME measure on classroom environment. This measure is further described on Section IIIA, Part 5c: "Response Scoring."

2. Social provisioning. It is assumed that a particular culture is conveyed and transmitted by people who belong to that culture. This means that if we are to have a multicultural classroom, we need to have people who are the live embodiments of different cultures in the classroom. In practical terms, this means that the presence and participation of parents and people from the community in the classroom is a critically important part of the social provisioning for multicultural purposes.

There are a number of valuable contributions which adults from different cultures can provide in the classroom for children, both for children from the same culture and for those of other backgrounds. For the child from the same cultural background, the presence of parents and community adults provides a continuing sense of important adult role models. Perhaps more importantly, these adults speak a language that the child understands. This language includes a variety of communication modes beyond the actually spoken language, i.e., expressions, gestures, pacing, body stance, etc. Thus these adults provide a bridge between the language and style used at home and in the classroom. For example, if a Chicano child keeps his eyes lowered while an adult from his own culture speaks to him he does not have to

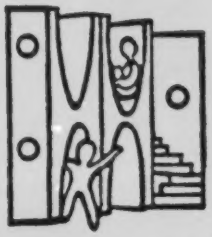
listen to a lecture about how it is impolite not to look up when addressed by an adult. Instead, the Chicano adult is likely to praise him for following the precepts of how a child is expected to behave in a Chicano culture.

For the child from a different culture, (either from the majority culture or another minority culture), the presence of adults from a particular minority in the classroom is also of equal importance. The day to day interaction with adults of different cultural backgrounds provides a powerful experience to counteract the development of ethnic stereotypes. Needless to say, this type of experience is most effective if large numbers of such minority parents and adults are involved - it is difficult for a child to hold on to an idea of "they do this"and "they look like this" if he/she is confronted daily with the widely divergent range of people present in any sizeable group of parents or community adults.

In addition to the number of adults of different backgrounds, there also needs to be an awareness of the variety of roles played by these adults. For example, it does not help very much to develop pride in the minority child or to combat stereotypes if there are large numbers of minority adults in the classroom who are all assigned only to menial, routine types of jobs such as running the mimeograph machine or picking up the classroom. Thus, the types of roles played by parents and adults must be examined as part of the development of the social provisioning in the multicultural classroom.

Thus again, the assessment of social provisioning, as in measuring of physical provisioning, must look at both the number (quantity) and roles (quality) of the parents and community adults in the multicultural classroom. The items related to these aspects are further described in Section IIIA, Part 5c: "Response Scoring."

3. TIME Units for Phase I. There were three TIME units which were developed to provide training on the physical and social provisioning of the multicultural classroom. The first unit focused on the development of the physical setting of a multicultural classroom: "Setting up the Multicultural Classroom." The second unit examined the use of multicultural criteria in the selection of books and print materials: "Selecting Children's Books with a Multicultural Perspective." The third unit provided training on how to increase the involvement of parents of different cultures: "Communicating and Working with Parents in the Multicultural Classroom." The following section gives a brief description of each of these units. The Table of contents of each unit will be found in Appendix B.



"SETTING UP THE MULTICULTURAL CLASSROOM" UNIT

This unit is designed to help early childhood educators achieve an successful classroom setting for a variety of multicultural activities. It addresses some basic principles of interaction between space, materials, classroom activities, and multicultural educational goals. It is particularly suited to educators interested in providing an open-education setting where children assume responsibility for their own activities.

This unit starts with six basic classroom areas which may vary along dimensions such as size, boundaries, materials, working surfaces, and functions. By exploring the relationship of these variables to classroom operations and activities the learner acquires skills in management and provisioning for a multicultural curriculum.

Chapters contain a topic introduction, learner-activities, and a follow-up discussion. Learner-activities include classroom observations, simulation, and decision-making problems. Activity forms are provided for recording activity results.

The chapters are integrated to help learners to recognize, describe, and evaluate six fundamental types of classroom areas, and to know how to manipulate area variables to improve the functioning of the classroom so that it provides a multicultural environment for learning.

"SELECTING CHILDREN'S BOOKS WITH A MULTICULTURAL PERSPECTIVE" UNIT

The purpose of this unit is to enable learners to understand and to use a multicultural perspective in evaluating the illustrations and written content of children's books.

The introduction stresses the importance of appropriate reading materials to enhance the learning of both minority and non-minority learners who may be influenced by expressed attitudes about minority people. The learner is asked to use a particular cultural perspective to apply to illustrations and text to determine whether the cultural experience is portrayed in complete and accurate terms.

The development of multicultural criteria for book selection is explored starting with the learner's own perspective and personal life realities and continuing on through the use of cultural categories and how to discover the perspective of a particular culture.

A variety of criteria derived from a broad range of cultural characteristics are used to analyze and evaluate illustrations and text. Learners are guided in their application of criteria to selected books and provided with opportunities to check themselves against the author's evaluations. The example used is based on the analysis of child's story book from a Black perspective.

"COMMUNICATING AND WORKING WITH PARENTS IN THE MULTICULTURAL CLASSROOM" UNIT

This unit is designed to give learners insight into verbal and written communication processes related to parents of different cultures and to give learners practice with the process.

The sessions in this unit have been designed as workshops, which provide experience with these processes. Each session provides opportunities to develop the communication and interpersonal skills that learners already have and to practice new skills in workshops, family and work settings. Each session begins with sharing and reviewing individual experiences in previous activities. Opportunities are provided to explore the relationship of themes to the learner's personal interests and local community.

Unit themes cover: perception and feedback in communication; communication and awareness; parent roles in the program; facilitating techniques; parent surveys.

Learning activities provide an opportunity to practice, observe and record several important communication skills with partners and in small group situations; e.g., how to respond to different communication styles, how to encourage greater parent participation in the classroom, how to develop different roles for parents, etc.

B. Content Focus: Phase II

The content focus in this phase was to measure the changes in activities in the multicultural classroom in terms of how much of each child's effort was reflected in these activities. It was felt that there would be two types of changes in activities related to the TIME training program: (1) changes in the activities of children and (2) changes in the activities of the teacher. It is apparent that both of these changes can be very extensive and cover a wide variety of categories of activities. For example, one of the TIME trainers developed and used an extensive unit on the Daskiki. This activity was reported in the earlier Progress Report on this project.

The particular focus in the assessment of Phase II was on the content of the training units used for this Phase (see item 3 below). The rationale used for the development of this measure of activities in the multicultural classroom is described in the following section.

1. Activities of Children. The development of multicultural activities in the classroom was viewed from the perspective of how the classrooms elicited and provided opportunities for the children of different cultures to illustrate and share their own perspectives in the classroom. This was based on the assumption that some of the best carriers of a culture into the classroom are the children themselves who come from different cultures. (Other carriers such as parents and community

people have been mentioned earlier as part of the social environment.)

The activities in the classroom should thus provide opportunities for children to share their own perspectives and thereby create a multicultural curriculum. This means that the activities should be conducted in such a way that children have the opportunity to create responses and products which reflect their own particular cultures in the sense that each product is unique to the individual child.

In many traditional classrooms it is a common sight to see the artwork of the children tacked on the wall. If it is near Christmas time, there are 20-25 sheets of xeroxed Christmas trees which have been colored and decorated by the children. At Easter time, there will again be rabbits or Easter egg outlines colored by the children. In these and other activites throughout the year, each child "produces" a drawing, but the effort is limited because it may only be done within the already prescribed, acceptable designs of the teacher. There is little opportunity for the child to create his/her own version of a particular experience. Such an approach not only limits the creativity of the child to the constraints of the outlined drawing, but more importantly for multicultural concerns, it assumes that all children must participate in the celebrations of the major culture. Thus, the child is not only required to work on a topic which

may not be part of the customs and traditions of his/her own family but the treatment of the topic (i.e., outline of Xmas tree) is the same for all children.

In comparison, the TIME project advocated use of a multicultural perspective in the development of classroom activities which focused on the sharing of a variety of customs and traditions treated on an individual basis. For example, instead of the entire class focusing on the coloring of Xmas trees, the topic may be presented as the notion of the child sharing his/her own favorite holiday or celebration during winter season. This would permit each child to select a favorite out of a number of events, e.g., Hannukah, Chinese or Japanese New Years, Christmas, family birthdays, etc. Further, by using open-ended directions such as "Tell us why this is your favorite holiday," each child can express an individualized perspective. Still further, if the child is encouraged to select his/her own way of communicating this experience (e.g., through artwork, drama, claywork, writing, music, movement, audiotaping, etc.) there is an opportunity for the child to use a modality which best expresses his/her individuality.

THe use of such an individualized approach does not necessarily preclude the child's participation in a group activity. For example, one of the small group presentations in the second TIME workshop first asked the participants to close their eyes and to fanticize their actions and feelings while they pretended they were their own favorite animals. They were then asked to draw pictures of "their" animal and to explain why a particular

animal was their favorite. After this, each table was asked to construct a group story using all the animals at the particular table. Finally, each table used their own animal pictures and group story to create a large mural on huge sheets of butcher paper taped on the walls. One such story involved more than a dozen animals, each labeled with a different language and using that language as animal "speech."

For purposes of evaluating Phase II, it was assumed that the evidence as to whether such a multicultural approach has been implemented is to be found in the extent and variety of individual child products in the classroom. That is, how many products has each child constructed and how many types of materials and procedures has the child used? In addition, by examining the nature of the products produced by different ethnic groups of children, we can see whether there are any patterns of activities shown for each group of children. For example, we may find that the Asian children have produced a large number of products but they are all in the area of art activities. This type of information is extremely useful in the diagnosis and revision of teacher perspectives and the refocusing of the curriculum in the multicultural classroom. There are likely to be a number of teachers who are interested in encouraging multicultural activities but who may not be aware that this encouragement is given in such a way as to reinforce stereotypes such as "Asian children are <u>so</u> artistic!"

2. Activities of Teachers. The activities of the teacher in the multicultural classroom start with planning. The first aspect of "setting the stage" or provisioning for multicultural learning has been described in Phase I. The activities in Phase II relate more directly to what the teacher does with the children in her classroom. As described in the previous section on "Activities of Children," the focus of the teacher's activities may start with individual children but extends to working with groups of children.

During Workshop II, the training units focused on two types of activities which are particularly useful in the multicultural classroom: (1) language development and (2) sensory development (see next sections for detailed description). The emphasis was again on using the individual child's own resources. Thus, in terms of language development, the major focus was on how to use the child's own language as a basis for a language curriculum. This language may either be spontaneous (e.g., child talking on the playground) or elicited (e.g., child responds to experiences provided by the teacher such as in a story telling session). The teacher's role in working with the child starts out with listening and goes on through a variety of activities to the extension of the individual child's language. This relationship between the teacher activity and the child's language is outlined in Figure 1 . As shown, the empty spaces are useful for recording the various types of experiences provided for the child and the development of teacher activities.

FIGURE 1

Relationship Between Teacher Activity and The Child's Language

Teacher Activity	Forms of Child Language				
	Spontaneous	Elicited			
		Fantasy experience	Sensory experience	Recall (Child's own experience)	Vicarious (Story telling or reading)
1. Listening					
2. Observing/recording					
3. Reflecting & studying					
4. Planning					
5. Extending					

In terms of the assessment of such teacher activities, it was decided that it would focus on the planning and implementation of group activities related to a multicultural experience. It was assumed that the individual child activities could be examined by the collection of information on child products described in the previous section. The information on group activities was obtained by interviewing the teacher regarding his/her class lesson plans from the previous month.

3. TIME Units for Phase II. The three units for multicultural activities in the classroom focused on classroom situations related to the child's self-concept, the development of an integrated language program and working with senses and perception. The first unit provided 10 classroom situations dealing with minority children and the learner was asked to rate, analyze and reconstruct these situations. The second unit focused on the use of the child's own language as a basis for the development of an individualized curriculum. The third unit explored how materials and experiences from many cultures could be used in a sensory development program, e.g., the use of testing, seeing, smelling and touching in working with foods of different cultures.

The following section gives a brief description of each of these three units; the Tables of content will be found in Appendix B.

"THE CHILD'S SELF CONCEPT IN THE MULTICULTURAL CLASSROOM" UNIT

This unit is for learners who want to develop an understanding of the effects of classroom situations on the self-concepts of children, particularly those of minority children. What is a healthy self-concept? How do teaching practices affect children's self-concepts? When are teacher practices demeaning, restricting, over-rating, or enhancing to children's self-concepts? These are the questions addressed in this unit.

One of the points emphasized in this unit is that children's self-concepts develop as they take credit for what they do and what they are as individuals, and as they integrate the results of new experiences into beliefs about themselves.

The unit is based on a series of workshop sessions which help the learner to progress through a sequence of steps leading to a deeper understanding of the influence of adult behavior on children's self-concepts. Learner activities include identifying positive/negative multicultural situations in the classroom, learning and using specific criteria for detailed analysis of similar teaching situations, applying these to actually observed classes, and formulating and discussing ways to improve their own classroom practices. Throughout the sessions, individual ratings and analyses of teaching are shared with partners or with a group. This approach adds enrichment from the sharing of various perspectives and is particularly helpful if the structuring of the small group sessions provides for members of different cultural backgrounds.

"DEVELOPING SENSE PERCEPTION IN THE MULTICULTURAL CLASSROOM" UNIT

This unit is intended to help learners use sensory experiences to promote sensory learning in the early childhood years using multicultural objects and materials. The focus on sensory-based learning activities is particularly well suited to inexperienced and paraprofessional staff.

Using materials of different cultures (e.g., "cilentro" or "bok choy"), a sequence of learning activities for each sense mode is provided, using texture, weight, size-shape, taste, hearing, and sight. The learning-activity sequence involves a sensory experience for adults, constructing a sense-word list, exploring and constructing learning objectives for children, diagnosing sensory skills in children, and creating sense-modality learning experiences for children.

Learning objectives for children integrate sensory learning and other types of learning, such as experiences in naming, matching, comparing and contrasting, classifying, ordering, describing, identifying, tracing, predicting, and explaining. Learners are guided in constructing activities tapping these skills in each of the sense modes. This approach is particularly for bilingual children.

Individual and small group activities, classroom observations, and working with children are integrated to achieve: skill in diagnosing the child's conceptual use of senses; skill in using diagnosis to plan and provide sensory activities that support cognitive growth; the development of a sense-perception curriculum.

" LANGUAGE IN THE MULTICULTURAL CLASSROOM - AN INTEGRATED APPROACH" UNIT

This unit introduces the concept of teaching language arts in the multicultural classroom by starting with the child's own spoken language. It provides a teaching process with techniques for helping children to find meaning and to assimilate or integrate their own personal experience in langauge arts activities.

The unit is divided into sections which may be taught separately or used in sequence. The sections include opportunities for a child to assimilate or integrate his/her own experiences in (1) listening, (2) fantasy, (3) memory of familiar past experiences, and (4) spontaneous classroom activities, The communication of this experience explores the use of art, movement-dance, music, clay, etc. as well as written and oral language. Children are given the opportunity to gain prereading and reading skills from these experiences. Each section provides the learner with a guided sequence of activities which includes: presentation of criteria for an integrated language experience; sharing, reviewing and evaluating their experience; planning activities for children based on their experience; implementing their plans; evaluating their implementation and children's responses.

The learner has an opportunity to move from using plans as designed in the unit to extending and further adapting plans for follow-up activities for children, and then using elements from the teaching process in designing plans for their own activities. Many rich examples of plans adapted by learners are provided throughout the text. Handy forms provide methods for learners and instructors to evaluate activities. Beginning and advanced levels of performance are suggested for all activities and are designed for children from preshool - 3rd grade.

III. DESCRIPTION OF SPECIAL EVALUATION STUDY

As described in the Introduction Section, the Special Evaluation Study was designed to train on-site trainer/evaluators for multicultural programs. As part of this training process, a small study was set up including the traditional pre-post measurement of experimental/control groups. The purpose of the study was to take trainers through the sequence of steps involved in the development and implementation of program evaluation so that they would become familiar with the procedures necessary for such an undertaking.

In keeping with the training approach used in the TIME program, the evaluation approach was also conceived with the process of how Trainers could learn to become competent evaluators. In contrast to traditional research studies which focus on the goal of efficient collection of large amounts of data, the focus in this study was to use data collection as one of the means to study the process by which Trainers acquire evaluation competencies. Thus, although the field situations during the research activities in Phase II was such that little "clean" data was collected, we were able to obtain valuable information related to our purpose of understanding the process of training trainers to become evaluators.

The following sections present information related to the two aspects of our efforts related to Component III, Special Evaluation Study: (A) Quantitative aspects; (B) Qualitative aspects. The first section will describe both Phase I and Phase II studies in regard to quantitative information on participants, training programs, and collected data, etc. The second section will describe both studies from the perspective of

qualitative information gained about training trainers, i.e., what types of skills, competencies and attitudes are involved in the development of trainers into trainer/evaluators.

A. Discussion of Quantitative Aspects.

This section will present information related to the more traditional or "countable" types of data such as the study sample, reliability levels of observers, data collection schedules, etc. Each of these items will be described in the following paragraphs.

1. Sample Population

The original study design called for ten trainers from Alameda Unified School District to work in pairs consisting of one trainer and one trainer/evaluator. For purposes of simplicity, the latter will be referred to as the "evaluator" in this section. Each evaluator was to observe eight classrooms: four experimental and four control. This would provide data for a pre-post, experimental control analysis of the training effects.

Due to the problems mentioned in our earlier report (e.g., Oakland Schools on strike, communication failures, etc.) only three of the five Alameda School sites were able to participate. There were three Head Start programs whose trainers volunteered to participate in the study. This provided a total of six teams for Phase I.

FIGURE 2

Sample Population for Phase I Study

Classroom Setting	Number of Classrooms
Elementary School	44
Head Start Center	43
	91

The TIME project staff felt that this wider variety of classroom settings was a valuable addition to the study and consequently planned to also include the Head Start Centers in the Phase II study.

The three Alameda Unified elementary school sites from the first study were also part of the second one. Initially, there were three Head Start programs whose trainers volunteered to be part of the second study. Two were able to participate; they had also been in the first study. The third dropped out because of severe personality conflicts among their staff. This provided a total of five teams for the second study.

FIGURE 3

Sample Population for Phase II Study

Classroom Setting	Number
Elementary School	50
Head Start	36
	86

The evaluators were shown how to select a random sample of 4 trainees from the total number who were to receive training and 4 from a pool of possible control subjects.

The ethnicity and/or cultural background of the trainers and evaluators is shown in Table 1. About two-thirds of the participants in these two studies were non-Anglo. and represented five different ethnic and/or cultural perspectives.

Table 2 shows the number of men and women who participated in the two research studies. The proportion of men in the two studies is low, about one-fourth. Considering that historically the field of early childhood education has been predominantly staffed by women, it is encouraging to have men this well represented in our study.

TABLE 1

Ethnicity and/or Cultural Background of Trainers and Evaluators Participating* in TIME Project Research Studies I and II

	Asian	Black	Spanish Speaking	Jewish	Anglo	East Indian	TOTALS
Trainers	-	4	3	2	2	1	12
Evaluators	2	2	-	1	7	-	12
TOTAL	2	6	3	3	9	1	24
Participated in both Studies I and II		2		1	3		6

*includes those who participated in at least the initial planning phases.

TABLE 2

Sex of Trainers and Evaluators Participating on TIME Project Research Studies I and II

	Female	Male	TOTALS
Trainers	9	3	12
Evaluators	9	3	12
TOTAL	18	6	24
Participated in both studies	4	2	6

2. Observation Plans and Schedules

At the end of each of the two workshops the trainers and evaluators met with the TIME Project staff to plan schedules for training and data collection. Trainers selected the unit or units they planned to train on, designated the time periods when they would give the training, and estimated the number of trainers they expected to be working with. The evaluators then selected blocks of time before and after the scheduled training for their observations.

Figures 4 and 5 show the training and evaluation schedules developed after workshops I and II respectively.

FIGURE 4

Training and Evaluation Schedule
Material and Social Provisioning - (Workshop I· 11/14/77 - 11/18/77)

Site	Trainer	No. of Trainees	Training Focus	Training Period	Evaluator
Berkeley Head Start	M. Gonzalez	8	Classroom Provisioning	1/5/78-1/31/78	B. Ng
Newark Elementary	N. Kirschbaum	28	"	1/5/78-2/15/78	J. Weaver
Oakland Elementary	L. Moore	6	"	1/10/78-3/1/78	E. Newhart
Pleasanton Elementary	P. Clark	8 - 10	"	1/9/78-3/1/78	D. Warren
Hayward Head Start	H. Knatt	25 - 30	Classroom Provisioning and Communication with Parents	1/5/78-2/28/78	S. Stripp (experimental) H. Knatt (controls)
San Ramon Head Start	M. Poe	10 - 16	Classroom Provisioning	1/13/78-2/28/78	T. Taylor

FIGURE 5

Training and Evaluation Schedule

Classroom Activities (Workshop II: 3/6-3/10/78)

Site	Trainer	No. of trainers	Training Focus	Training Period	Evaluator
Newark Elementary	N. Kirschbaum	25	Self-concept & Language	4/3/78-4/30/78	J. Weaver
Oakland Elementary	H. Pennie	5	Language	4/3/78-5/11/78	L. Moore
Pleasanton Elementary	D. Warren	20	Self-concept or Language	4/3/78-5/11/78	P. Clark
New Haven Head Start	L. Gonzales	6	Intro. to self-concept, Language, & Sense Perception	4/3/78-5/11/78	H. Knatt
Hayward Head Start	G. Frazier	30	Eclectic	4/3/78-4/30/78	Y. Layman
San Francisco * Head Start	S. Dutt	18	Self-concept	3/27/78	D. Brownel

*dropped out of the study before pretest.

3. Observer Reliability

The TIME project field coordinator made site visits to conduct observations with the evaluators in order to establish observer reliability. This was done prior to both pretest I and II. The first step was a thorough discussion of the instrument. This included clarification of instructions, terms, procedures use of consistent time periods (i.e., Thursday afternoon for pre & post test) for conducting the observation-interview.

The next step was an observation done independently by the evaluator and the field coordinator. This was followed by a teacher interview conducted by the evaluator, with the field coordinator present. The results of these observation-interviews were recorded on the appropriate pretest instruments separately by the evaluator and field coordinator. The observation tallys and interview responses from these two pretests were used to calculate a simple percent agreement between the evaluator and the field coordinators. Figures 6 and 7 show the percent agreement achieved for each evaluator during Studies I and II.

Figure 6

Evaluation Study I: Evaluator Reliability
Multicultural Material & Social Provisioning
(Workshop I: 11/14 - 11/18/77)

Date of Observation-Interview	Type of class	Evaluator	Percent Agreement with Field Coordinator
12/12/77	4th grade	J. Weaver	87.3%
12/13/77	Head Start	B. Ng	83.4%
12/14/77	Head Start	H. Knatt	90.7%
1/4/78	2nd grade	D. Warren	81.7%
1/9/78	K-1st grade	E. Newhart	79.3%
1/9/78	Pre-K	T. Taylor	88.2%
		Mean % Agreement	85.1%

FIGURE 7

Evaluation Study II: Evaluator Reliability

Activities in the Classroom (Workshop II: 3/6/78 - 3/10/78)

Date of Observation/ Interview	Type of Class	Evaluator	% Agreement with Field Coordinator
3/27/78	1st grade (bilingual)	J. Weaver	84.7%
3/31/78	2nd grade	P. Clark	80.2%
3/31/78	2nd grade	L. Moore	83.8%
4/13/78	Head Start	Y. Lehman	80.2%
4/13/78	Head Start	H. Knatt	89.9%

4. Monitoring

During the initial planning meetings between project staff and the evaluators' time tables were set up for administration of the pre and post tests. Project staff followed up on these schedules with a site visit. These visits were primarily to train the evaluators to make reliable observations. They also served as time for project staff to strengthen rapport with the evaluators and to again express our appreciation for their volunteering to cooperate in doing the study.

During the remainder of the time period, contact was maintained through phone calls and written correspondence.

5. Data Treatment

a. Analysis design.

An analysis of variance was done on the pretest data. The data from experimental classrooms was compared with controls. Project staff were familiar with the radical differences between the two types of early childhood educational setting in the studies.

Thus, the data from elementary school and Head Start classrooms was also compared. Subsequent analyses of variance were planned for the pre-post data of Studies I and II as well as for the pretest data of Study I.

b. Response coding.

The test instruments were scored by project staff with the assistance of a graduate student from San Francisco State University. Before scoring the observation-interview responses, the raters trained to a criterion of 85% agreement on scoring the responses. Data from the evaluator's reliability training were used for the task.

c. Response Scoring.

The completed observation-interview instruments were returned to TIME project staff by the evaluators. As mentioned earlier, a graduate student was trained to rate the responses. A complete set of pre and post tests along with scoring criteria and tally sheets are found in Appendix . An example from each of the two studies is below. They are representative of the procedures used in scoring the entire instrument.

Figure 8 shows the Materials tally sheet used in classroom observations during Phase I. The columns designate cultural groups and types of materials are listed in the rows. Three scores were calculated from this observation sheet. The Material Provisioning score was a simple count of all non-Anglo, non-European cultural materials. European and/or Anglo groups were deleted from all scores. The reason for this was that the project staff felt these cultural groups have been traditionally well represented in educational curricula. Further, that cultural and/or ethnic groups other than Anglo and European have not been as thoroughly treated in the classroom at least until fairly recently.

The next two scores were derived from a count of the columns or rows which contained at least one tally. The Multicultural Materials Diversity score is a count of the number of different kinds of materials used in provisioning the classroom. The Cultural Diversity (Materials) score is a count of the non-Anglo, non-European cultural groups represented by the materials.

We added an additional weight to these last two scores by including the interview responses of teachers. Teachers were asked, "How is your classroom multicultural?" Where teachers specifically mentioned a set of materials and/or the culture represented, his/her responses were coded and scored according to a set of criteria. This additional weight was given to appreciate teacher awareness. The project staff felt this latter aspect to be a vital and integral part of a successful multicultural program. We assumed that the more teachers would make specific mention of materials and/or cultures there would be a greater awareness and likelihood of utilizing these materials in the on-going program.

IGURE MATER	PLEASE GIVE EXAMPLES	CULTURE GROUP					
		Asian	Black	Native American	Spanish Speaking	Pacific Islander/ Hawaiian, Filipino	Other (specify)
Books or magazines (Count only of multiple copies)							
Cooking or eating utensils							
Musical instruments							
Food (materials)							
Costumes or Clothes							
Flag or emblems							
Pictures or Painting, Charts, Photographs. Cut out pictures (ethnic materials).							
Records or tapes							
Figures or statues/ artifacts or displays							
. Toys and games							
. Movies or slides							
. Empty cans, boxes, cartons							
. Clay or Wood products							
Puzzles							
. Text & resource text (incl. Encyclopedia)							
. Other (please specify)							
. Other (please specify)							
. Other (please specify)							

41

42

A Child Products Tally Sheet (Figure 9) was used to make classroom observations in Study II. On this instrument a variety of child products are designated at the top of the columns. Only those products which allowed individual responses from the children were counted; i.e., not workbooks. The rows have spaces for each child's name and ethnicity. Two overall scores were calculated from these observations. There were an additional two scores calculated for each of the ethnic/cultural groups represented by the children.

The first score was a Child Products score which was the average number of child products on display. The next score was a simple count of each of the kinds of child products, we called this Child Product Diversity Score. The next two sets of scores were calculated for each of the ethnic and/or cultrual groups represented by the children. A Child Products Score and Child Products Diversity score were calculated for each group. The range between the highest and lowest Child Product Scores for ethnic groups was recorded for each classroom as was the range for the highest and lowest Child Product Diversity Scores for ethnic groups. These two types of range scores were assumed to provide indicators of differences between ethnic groups in either the number of child products produced or in the variety of the types of products produced.

...ese two only.)

CHILD PRO... ...ALL... SHEET

FIGURE 9

Child's Na...	Ethnicity	Own Photo	Painting	Drawings	Crafts or Cut-Outs	...ture ...ction-ary or Story	Dictated Stories	Sentence Writing	Other (Specify)	Other (Specify)	Other (Specify)	Other (Specify
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												

6. Discussion of Findings

Data from Phase I; Material and Social Provisioning of the Multicultural Classroom, and Phase VI; Multicultural Activities in the Classroom, are both presented below. These findings are illustrative of the kinds of useful classroom data that can be obtained with the set of instruments developed by TIME project staff and participants (a complete set of these instruments can be found in Appendix C). Because of the various reasons mentioned earlier we were only able to get complete protocols from 17 classrooms in the Phase I study and from 8 classrooms in the Phase II study.

As presented in our mid-year progress reported, an analysis was done on the 32 completed protocols from Phase I pre-tests. Table 3 shows these pre-test results. These scores included information on two types of multicultural classroom provisioning: 1) Material provisioning and 2) Social provisioning. The interest in the representation of minority cultures led to a decision to count only items and/or activities representing non-Anglo or non-European cultures.

The following is a description of the scores used:

A. Material Provisioning (4 scores)

1. Multicultural Materials score: total number of all minority cultural materials observed in the classroom.
2. Cultural Diversity score: number of different cultures represented in the classroom.
3. Materials Diversity score: number of different types of multicultural materials (i.e., exhibits, books, pictures, etc.) in the classroom.

TABLE 3 PHASE 1: ANALYSIS OF VARIANCE ON PRETEST MEAN SCORES FOR EXPERIMENTAL AND CONTROL GROUPS AND FOR ELEMENTARY AND HEAD START CLASSROOMS

Material and Social Provisioning

Scale	Research Groups				Classroom types			
	Experimental n=22	Control n=10	F Ratio	P Value	Elementary n=14	Head Start n=18	F Ratio	P Value
Material Provisioning mean no. of multicultural materials	42.57	17.13	9.8	.004	23.5	36.17	2.42	.127
Material Diversity mean no. of kinds of multicultural materials	11.32	4.96	1.36	.252	3.53	12.75	2.86	.098
Ethnic/Cultural Diveristy mean no. of ethnicities/ cultures represented by materials	6.42	4.83	2.97	.092	5.75	6.50	.074	.784
Balance mean no. of types of classroom areas meeting quota for grade type	4.37	4.08	.330	.577	2.95	5.50	26.74	.0001
Social Provisioning Activity Score mean no. of multicultural activities in previous month	10.93	11.04	.001	.972	4.48	17.50	16.86	.0005
Ethnic/Cultural Diversity in Social Provisioning mean no. of ethnicities/ cultures represented by the adults doing multicultural activities.	3.99	1.79	.703	.586	0.83	4.96	2.48	.123
Community Ratio(expressed as decimal) of no. of Parents (& other's) to no. of teaching staff participating multicultural activities	0.84	0.44	1.82	.179	0.29	0.98	5.83	.021

4. Balance score: tally of classroom areas (included as a measure of general classroom organization), focusing on the availability of different types of interest/learning centers in the classroom.

B. Social Provisioning (3 scores)

1. Multicultural Activities score: number of types or categories of multicultural activities provided during the month prior to the pretest.
2. Cultural Diversity score: number of different cultures represented by the adults in the classroom during the same period.
3. Community Participation Density score: ratio of community people and parents to the teaching staff who participated in multicultural activities during the same period.

These above scores from the 32 prestests were tested to discover any initial significant differences between experimental and control teachers. An analysis of variance on two classifications: experimental vs. control and elementary school vs. head start center, showed that only the Multicultural Materials score was significantly different ($p < .01$) between the controls and the experimental classrooms. The experimental group (n=22) had a mean score of 43.4 and scores ranged from 9 to 96. The controls (n=10) had a mean score of 17.9 and ranged from 5 to 23. There appears to have been considerably more multicultural materials present in the experimental classrooms.

There were three significantly different scores between the elementary classrooms (n=14) and the Head Start centers (n=18). The Head Start

classrooms scored higher on the Community Participation Density score ($p < .02$), the Multicultural Activities score ($p < .0001$) and the balance score ($p < .001$). These results indicate that the instrument is sensitive to program differences. For example, parent volunteers in the classroom are a mandatory part of the Head Start Programs. Further, the Head Start centers are all arranged on a learning center format so the higher Balance Scores for area types reflect this arrangement.

The results from the 17 classrooms which had complete data for both pre and posttest are shown in Table 4 . The Balance score was deleted because it is mot sensitive to classrooms which are arranged with interest centers, as in Head Start programs. It was the one score in the Material Provisioning battery that showed significantly differences between Head Start and elementary classrooms at the pretest. The three social provisioning scales were deleted from the posttest for two reasons. First, the one trainer who had planned to train in the area changed her plans later and did not. Next, most of the evaluators told us that the observations took more time than they had realized. Since there was not a full training program given in the area of social provisioning we included only the Material Provisioning observations in the posttest thus requiring less time for the evaluators to administer it.

As shown in Table 4 , gains were made by the experimental group on each of the three scales for Material Provisioning. On the overall measure, the Material Provisioning Scale the experimental group showed an average gain of over three times that of the controls. The control classrooms did show a substantial gain on this scale from pre to posttesting. These same classrooms showed a slight loss on the two diversity scales at posttest, where the experimental groups evidenced gains.

We can speculate that the trainer/evaluators may have influenced some of these outcomes, we know from previous experiences with several of these educators that they tend to approach teachers with a desire to support an atmosphere of collegial rapport. It does seem likely that the trainer/evaluators were rather canded in their explanations to teachers about the general purpose of the observations; e.g., that they were looking at the multicultural materials in the classroom. This may have been a factor in the

TABLE 4

PRE & POST MEAN SCORES FOR PHASE I

Scale	Pretest		Posttest		Pre-Post Changes	
	Exp. n=11	Control n=6	Exp. n=11	Control n=6	Exp. n=11	Control n=6
Material Provisioning mean no. of multicultural materials	44.5	15.0	81.0	25.3	36.6	10.3
Material Diversity mean no. of kinds of multicultural materials	6.3	5.0	14.8	4.0	8.5	-1.0
Ethnic/Cultural iversity mean no. of ethnicities and/ or cultures represented by materials	7.6	9.3	9.5	6.2	1.9	-3.1

increase in scores for the control groups on the Material Provisioning Scale, which is an overall tally of the multicultural materials. That this was not the case for the two diversity scores, which dropped for controls and increased for the experimental classrooms. These differences may reflect the objectives in the training sessions which were to increase both the number of ethnicities and/or cultures as well as the kinds of materials which represent them in the classroom.

In Phase II there were two types of classroom products observed: children's unique work and teachers' multicultural activity plans. We see these types of products as two of many indicators of classroom activities. The following is a description of the scores used:

A. Child Products (4 scores)

1. Child Products score: total number of child products allowing individual responses where these products were both labeled with the child's name and in the classroom.
2. Ethnic Group Child Product Range score; the range score between the highest and lowest child product mean scores of all of the ethnic and/or cultural groups represented by the children in the classroom.
3. Child Product Diversity score: the number of different kinds or catagories of child products observed.
4. Ethnic Group Child Product Diversity Range score: range score between the highest and lowest mean score for the number of different kinds of products produce by the ethnic/cultural groupings of the children in the classroom.

B. Teacher Products

1. Teacher Products score: the number of multicultural activities done in the classroom during the previous month.
2. Activities Diversity score: the number of different kinds or types of multicultural activities carried out in the classroom in the previous month.
3. Ethnic Diversity score: the number of different ethnicities or cultures represented in the multicultural activities during the previous month.

The results presented in Table 5 demonstrate the kinds of classroom data that can be collected using the instrument. The Child Products scores and the Child Products Diversity scores represent the products of about 120 children in the experimental group and about that same number for the control group. Both groups showed gains at the posttest on these two scales. The experimental group was higher than the controls on each. Our speculation on the trainer/evaluator's influence, mentioned earlier, applies here as well.

The pre to post changes in the two average range scores for experimental and control groups are below one point. Further data collection would help in determining the number of points between ethnic group average scores that would suggest differing performance or participation by those groups. It does seem that a minimum of a two point spread would be needed to entertain the suggestion of such possible differences.

The Teacher Products scores showed the largest initial difference between the experimental (13.0) control groups (18.25). The pre-post gain score for the experimental group was slightly higher (0.5) than for the controls. The Activity Diversity score pre-post changes were again slightly higher (0.5)

TABLE 5

Pre and Post Mean Scores for Phase II

Scale	Pretest		Posttest		Pre-Post Change	
	Exp. n=4	Control n=4	Exp. n=4	Controls n=4	Exp. n=4	Controls n=4
Child Products mean no. of child products	0.86	1.31	5.63	5.21	4.77	3.9
Ethnic Group Child Product Range range score for ethnic groups child product means	0.56	0.2	0.97	0.65	0.41	0.45
Child Product Diversity mean no. of kinds of child products	2.75	1.5	7.25	5.25	4.5	3.75
Ethnic Group Child Product Diversity Range range score for ethnic groups diversity means	1.0	0	0.75	0.75	-.25	0.75
Teacher Products mean no. of multicultural activities	13.0	18.25	16.0	20.75	3.0	2.5
Activity Diversity mean no. of kinds of multicultural activities	7.0	7.25	8.25	8.0	1.25	0.75
Ethnic/Cultural Diversity mean no. of ethnicities and/or cultures represented by materials	4.25	4.0	4.5	4.0	0.25	0

for the experimental than for the controls. The Ethnic Diversity scores showed little or no change for either group.

Another way to look at the same data is shown in Table 6 . Here, the average number of child products is expressed as a percent of the average number of teacher products for comparison purposes; e.g., if the children's average number of products was 2 and the teacher's 4, this ratio would be expressed as 50%.

We examined the data in this way because we agree with the theory that learning is an active process for both adults and children and that it is facilitated through participation in activities. Further, that this participation increases a person's ownership or self-motivation for his or her own learning.

We assumed that the number of unique child products in a classroom would be one indicator of the extent of children's participation in activities. Also, that the number of teacher products in the form of multicultural activities would be a partial indicator of the teachers participation level. By comparing changes over time in the ratio of child to teacher products we can derive one estimate of changes in childrens' participation level in the activities. The pretest results indicated that the experimental and control classrooms had nearly the same ratio of child and teacher products. There was approximately one child product for every 20 teacher products observed. At posttest, the experimental group had about one child product for every three teacher products, while the controls had one child product for every four of the teacher's. Both groups had substantial increases at posttest over the pretest scores. The experimental group had a higher gain (28.57%) than did the controls (17.93%).

These data illustrate a way that increased child participation in classroom activities might be measured.

TABLE 6

Child Products as Percent of Teacher Products
for Pre and Posttest Mean Scores in Phase II

	Sample	Pretest	Posttest	Pre-Post Changes
Child Products as Percent of Teacher Products	Experimental n=4	6.62	35.19	29.57
	Control n=4	7.18	25.11	17.93

B. Discussion of Qualitative Aspects.

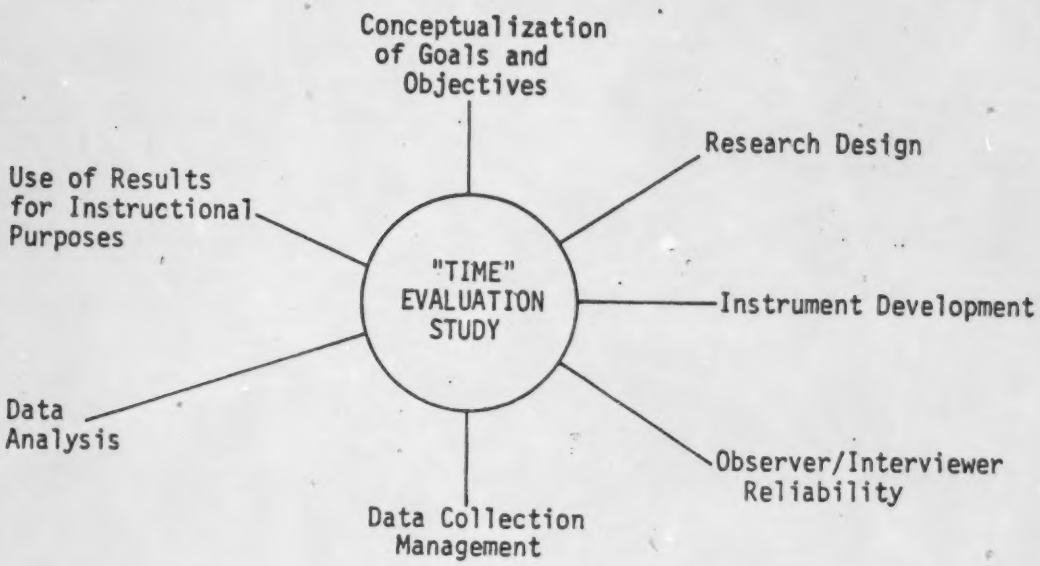
The presentation in this section will focus on the general qualitative issues presented in the Introduction section regarding the feasibility of training on-site trainers to take on the dual role of trainer/evaluators in multicultural classroom settings.

As described earlier in the Introduction Section, Component III was designed to address some issues regarding the development of on-site trainer/evaluators for multicultural classrooms. These issues were related to the competencies and skills required in the special evaluation study and the ways in which the particular competencies/skills of on-site trainer/evaluators and the TIME staff could interact with and complement each other in this effort.

During the course of Phase I and II, a number of competencies/skills were identified as being important to the conduct of the study. As shown in Figure 10, there were 7 different types of competencies needed: (1) Conceptualization of goals and objectives; (2) Research Design; (3) Instrument Development; (4) Observer/Interviewer Reliability; (5) Data Collection Management; (6) Data Analysis; and (7) Use of Results for Instructional Purposes. Each of these competencies/skills are described in the following sections. After each description the findings regarding our work with the trainer/evaluators in the current study will be presented.

FIGURE 10

Competencies and Skills Related to TIME Evaluation Study



1. Conceptualization of Goals and Objectives.

This initial step in the development of an evaluation study was introduced during the training workshops. As each training unit was completed, the participants were asked to write down what changes they would expect to observe in a classroom after they had trained a teacher on that particular unit. The trainers completed this task as their "homework" after each unit had been presented in the workshop.

The result of this procedure was that by the end of the week, we had collected about fifty statements from the trainers, describing the

changes they expected. These trainer-generated "expectations" were examined and discussed during the last day of the workshop and our original purpose in soliciting these statements was to initiate the development of the test items for the study measures. However, most of the trainer statements were very global and read like goals or objectives. Examples of these various types of statements from the Phase I workshop are listed below:

- "Teachers demonstrate an awareness of culture content of the materials in their classroom."
- "Evidence of multiculture integration into the various learning areas."
- "Increased sensitivity of individuals and group feelings."
- "Teachers will learn to provide materials that reflect the cultural make-up of our community and/or nation."
- "Better use of space. Able to see how physical environment can be changed for better learning."

The trainer/evaluators were thus able to generate goal statements for the classroom. During the discussion of these goals in the workshop, a great deal of time was spent in an attempt to move toward more specific objectives which could be described in behavioral terms, i.e., what could be <u>seen</u> in the classroom that would indicate that a particular objective had been reached? This attempt met with only partial success; the few objective statements which were elicited were directly borrowed from statements in the training units themselves (trainers cited page numbers of units!). It became clear that the notion of having trainer/evaluators generate usable test items would have to be reexamined more carefully. The process we used will be fully described in the section on Instrument Development.

2. Research Design.

The development of a research design was not a formal part of the current study because it already had been proposed by the TIME staff as part of the original proposal. The use of a traditional pre-post experimental/control design was apparently a familiar situation for the trainer/evaluators, and it was only necessary to go over the numbers of classrooms and the schedules which would be required for the study.

Although the original research design was accepted by the trainer/evaluators, it must be acknowledged that the use of experimental/control groups may be inappropriate for field based staff. Based on our observations of these educators, it is apparent that they have a problem in wearing both "hats" of trainer and evaluator at the same time. That is, some of them have been observed "explaining" the assessment procedures to both experimental and control groups, and this has led to our conjectures regarding the reason for the growth of both groups in Phase II. Although this study does not have the traditional concern for "clean" data, it is important to remember in future studies that most educators are more committed to the role of trainer than that of an evaluator and so that instead of their title being TRAINER/EVALUATOR, it should perhaps be written as TRAINER/evaluator!

3. Instrument Development

This particular step in the development of an evaluation study was perhaps the most difficult one for both the TIME staff and the trainer/evaluators. It was difficult for the TIME staff because it had been assumed that there would be a logical and systematic progression from

objectives ------> behavioral indices -------> test items ------> complete instrument. During our work with the trainer/evaluators in a special evaluation meeting following the workshop, it became increasingly clear that this assumption was not realistic. The TIME staff spent some time reexamining the elements underlying this assumption and we came to realize that the ability to develop assessment items is composed of a number of different underlying competencies as follows:

a. Ability to identify situations and behaviors to be measured.
b. Ability to describe them in observable or measurable terms.
c. Familiarity with methods previously used to obtain information with similar populations.
d. Ability to revise and adapt items to meet the needs of local audiences.
e. Ability to construct items which could be used to collect group data efficiently (e.g., ease of coding and scoring).

The inital status of the trainer/evaluators in reference to these competencies was that they were able to do "a" but could not move ahead because of their lack of familiarity with competencies "b" and "c". Given time, it would have been possible to train the trainer/evaluators to describe behaviors in measurable terms, but the study schedule did not permit this.

The issue of familiarity with assessment procedures and measures needs to be discussed further because it includes two different perspectives with separated the TIME staff from the trainer/evalutors. The researcher's (i.e., TIME staff) perspective is generally based on some personal and/or

knowledge such as a review of the literature or information from
es and fellow researchers. This perspective usually provides
tion such that the researcher does not need to "reinvent the same
and is able to generate some expectations as to what types of items
be useful in a given situation.

There is also another version of familiarity with tests and assessment
edures. This is the user (i.e., our trainers) perspective. From
s viewpoint, the idea of "evaluator" has a fairly negative connotation;
is at best viewed as a necessary evil. Thus there appears to be a problem
the user's attitudes regarding the usefulness of standardized measures,
articularly in terms of using such measures to look at multicultural concerns.
Th ore, although there is a great deal of familiarity with measures on the
part of field based users, it is in the form of a reactive familiarity which does
not motivate the user to seriously consider how the items were originally
constructed and developed.

What is of particular importance to the present study's interest in
interactive test development is the fact that although the initial set of
items had to be generated by the TIME staff, the trainer/evaluators were
able to acquire many of the competencies (a, b, d) once they had a preliminary
instrument in their hands which they were able to use in an actual classroom
situation. Thus, there were three different "trials" by the trainer/
evaluators before the final instrument was successfully developed as follows:

Trial a: Item Generation: Trainer/evaluators asked to work items
based on goals and objectives. This effort was not successful
in producing usable items.

Trial b. Item Review and Revision: A second exposure to test development was provided for the trainer/evaluator teams who were part of the projects special research study. A meeting of these team members was held here at the Laboratory during the week following the workshops, Project staff presented drafts of the assessment instruments we had constructed utilizing the input of the trainer generated suggestions. During this meeting, the trainers reviewed the items and their revisions were welcomed, but very few changes were offered; trainers asked clarifying questions but suggested no revisions.

Trial c. Field Testing of instrument: Project staff employed a third activity with trainers in the process of instrument development. The project's field coordinator conducted on-site field tests of the observation instrument. Evaluators met with the field coordinator for a discussion and a pilot testing of the instrument. There were several revisions suggested by the evaluators after they had done an observation using it. These recommendations were incorporated into the instrument.

The following are some examples of the kinds of instrument revisions made by trainer-evaluators during trial C for Phase I; "Provisioning the Multicultural Environment."

(1) Count one only of multiple copies of books and magazines (p.2).

(2) Add a separate category for resource text books; i.e., encyclopedia sets. (p.2).

(3) Combine 1.7 and 1.14 as one category (p.2).

(4) Combine 1.9 and 1.12 as one category (p.2).

(5) Revise pp. 4-5 so that the interview uses two-part questions which are easier to ask: i.e., "Do you have multicultural games in the classroom? Which adults (i.e., roles) worked with the children in the past month using those games?"

(6) Make the following clarifying additions on pages 4 and 5;
3.1 add multicultural to exhibit and displays
3.15 add multicultural to help select books.

(7) Add photographs to 1.6 on p.2.

(8) Add Pacific Islander/Filipinos to the ethnic group categories on pages 2 & 3.

4. Observer/Interviewer Reliability.

This competency was demonstrated by the trainer/evaluators in both Phase I and II; it has been described in Section A, "Discussion of Quantitative Aspects." There was an unforeseen problem with one of the trainer/evaluators who had reached the desired reliability level in the use of the instrument. Something unexpected came up and she was unable to observe her group of teachers as scheduled, so she casually asked another trainer to conduct the observation, without consulting us! It appears that she did not fully understand the issue of reliability and it also appears that we as researchers were again operating under an unrealistic assumption.

5. Data Collection Management.

In looking at the quantity of data actually collected, this particular competency cannot have been highly developed in our group of trainer/evaluators. Agian, as we carefully reexamined the underlying competencies/skills which were required for the efficient collection of data, we were able to identify them as follows:

a. Ability to select study sample, using random sampling procedure.

b. Ability to set up data collection schedules.

c. Ability to collect and send in data according to schedule.

During the planning pase of the evaluation study, the trainer/evaluators demonstrated their ability to select their samples and to set up data collection schedules (a & b above). The TIME field coordinator had an amusing experience in helping the trainer/evaluators to select a random sample. The field coordinator suggested the use of a random table of numbers; one of the trainers asked, "Why not pick the names out of a hat?" The field coordinator replied, "Well, that will work too, as long as they are all written on the same kind and same size of paper." They all agreed to use this procedure.

The competency related to the actual collecting and sending in of data on time was perhaps the most difficult one for the trainer/evaluators in our study.

There were at least two major reasons underlying this problem. The first reason involves the interference from outside influences beyond their control (e.g., Oakland school strike and the passage of Proposition 13 described in an earlier section). The second reason appears to some extent be related to the question of personal priorities on the part of the particular trainer/evaluator. Given the demands on the time of the field-based trainer, it is not surprising that the collection of assessment data has not been viewed as urgent as some other priorities, particularly in the critical situations which have occurred during the period of this study.

It is our conjecture that this is a situation in which the trainer/evaluators were not able to generate a sense of ownership of the evaluation task during Phase II which was strong enough to overcome the major obstacle posed by the Jarvis-Gann's decision. It is interesting to note that the only trainer/evaluator who sent in a complete set of data was also the one who showed great gains in the creative use of her own resources (she developed the Dashiki unit included in Appendix A), and she attributed these gains to the effect of the training workshops - ("I never knew I could do these things until I came to your first workshop!").

6. Data Analysis

From the initial planning of the evaluation study, this particular competency was assumed to be a contribution of the TIME staff. The results of these activities have been presented in an earlier section.

7. Use of Results.

As might have been expected, the trainer/evaluators have demonstrated a well developed ability to use the information gained by this study. In a few cases, their interest in sharing their findings may have been somewhat premature - the casual mention of their pretest findings may have resulted in their inadverdently raising the scores of control as well as experimental groups.

This situation would be distressing to the "clean data" researcher, but because our major purpose in the TIME project was to change classrooms toward a more multicultural direction, this possibility did not dismay us. Rather, it provided reassurance on two important points: (1) The TIME instruments do have face validity, i.e., the items "make sense" to the classroom educator, and it appears to us that control teachers were able to recognize their usefulness and to improve their scores; (2) Teachers who were not in a training program (i.e., control teachers) were also interested in changing their classrooms toward a more multicultural perspective. It is recognized that this interpretation of the experimental/control assumptions is not in the classical tradition, but it is based on our personal observations of the trainer/evaluators in our study.

It is suggested that if one wishes clean data from an interactive effort such as the TIME project, it would be highly advisable to extend the training program so that the field staff would be able to accompany the trainer/evaluator during the actual data collection period. Unfortunately, this was not possible in the current study because of budget limitations. However, we believe that such a procedure would be very effective in any future effort of this type.

IV. Summary and Future Directions

The outcomes of Component III; Special Evaluation Study, were two-fold: (1) a set of measures which appear to be useful to look at changes in the classroom regarding multicultural provisioning and multicultural activities (see copies in Appendix C); and (2) information on the development of an interactive approach to evaluation for multicultural classrooms. The findings for the latter effort have already been described as separate competencies/skills. For the purpose of showing the interactive nature of this endeavor, the group of competencies/skills have been summarized (see Table 7 below) so that the shared responsibilities of Trainer/Evaluators and TIME staff can be considered as a team effort.

TABLE 7

Shared Responsibilities
Trainer/Evaluators and TIME Staff

Competency	Level of Responsibility							
	Trainer/Evaluator				TIME Staff			
	None	Low	Medium	High	None	Low	Medium	High
Conceptualization of Goals and Objectives			X	X			X	
Research Design	X							X
Instrument Development Item Generation Item Revision		X	X					X
Observer/Interviewer Reliability				X				X
Data Collection Management				X			X	
Data Analysis	X							X
Use of Results for Instructional Purposes				X			X	

It is clear that an evaluation effort requires many skills, competencies and attitudes which are most efficiently provided by the interplay of a number of different people working together as a team. It is also clear that many of the skills and competencies already exist or can be developed in on-site trainer/evaluators, given sufficient time and support. However, it is less likely that the objective attitude necessary to the collection of "clean data" can be readily developed in on-site staff. Indeed, such a change in attitude may be possible, but it is not at all clear that it would be desirable. That is, it may not be helpful for the on-site trainer to become a completely objective evaluator; what is needed is that the trainer understand enough of the evaluation process so that he/she can maximize his/her own unique contributions to the team effort.

The major products outcomes of the TIME project as a whole may be summarized as follows:

1. The development of 6 training units on multicultural education:
   - "Setting up the Multicultural Classroom."
   - "Selecting children's Books with a Multicultural Perspective."
   - "Communicating and working with Parents in the Multicultural Classroom."
   - "The Child's Self Concept in the Multicultural Classroom."
   - "Language in the Multicultural Classroom."
   - "Developing Sense Perception in the Multicultural Classroom."
2. The conduct of 2 one-week training workshops in multicultural education for trainers in the Bay Area.
3. The initiation of a network of trainers in the Bay Area who are interested in multicultural education.

4. The prototype development of an interactive team approach to evaluation in multicultural classrooms involving on-site staff and project staff.
5. The development of a set of prototype instruments for use in the multicultural classroom:
   - "Multicultural Materials in the Classroom"
   - "Multicultural Social Resources"
   - Child Products Tally Sheet"
   - Teacher Products Tally Sheet"

In reviewing the activities of the TIME project during the past year, it is clear that there are a number of implications for future work in the same areas. The work on Component I. Workshops for Trainers, was successful in demonstrating that the use of a process approach to training trainers is effective in multicultural situations. As shown in Figure 11, the model used in the training workshops focused on facilitating access to four different types of resources: materials, modelled behaviors, peers and colleagues and the trainer's self. A detailed description of this model will be found in our earlier Progress Report.

FIGURE 11

Training Model for TIME Project
Use of Resources by Participants

Trainer Maturity Level	Resources Used (Approx. % of Trainers)			
	Materials	Modelled Behaviors	Peers and Colleagues	Self
Survival	10%			
Consolidating		30%		
Renewal			50%	
Mature				10%

Based on the TIME staff's previous experience, the above model was originally used to identify the types of resources which needed to be provided in a training program. It was assumed that any group of trainers would be likely to include all levels of maturity so that different types of resources must be made accessible. Based on our observations of the trainers participating in the two TIME workshops, the largest group of trainers appeared to find the greatest gaining access to the experiences and knowledge of peers and colleagues. Most of the participants were experienced trainers (more than 5 years of experience), so that it is not surprising that so many were apparently ready for a "renewal" experience.

The implications of this perception relate to a larger issue than the training of our local trainers. With the generally declining birthrate and enrollment in the nation's schools, there has been a corresponding lack of mobility and change in the staff of many school systems. This means that there is an increasing number of teachers with many years of experience. This situation implies that the most helpful types of programs for inservice training are likely to be those which maximize the peer/colleagial approach. The popularity of the Teacher Center movement supports this assumption, but it is further suggested that the programs in the Teacher Centers should emphasize a greater participation of grass-roots practitioners as instructors and team leaders.

The next largest group of TIME trainers appeared to focus on using the resource of modelled behaviors. As many of the behaviors were related to the process orientation of the TIME units (active listening, use of personal experiences, sharing and comparing with perspectives, etc.), this is not surprising. According to one of our trainers, "I already do a lot of multicultural activities, but I really learned a lot about how to work with people in this workshop."

The relatively low amount of use of multicultural materials in the workshops is related to two reasons: (1) Each trainer was associated with a school district, agency or organization which had already developed "ethnic materials"; and (2) There was a limited amount of time for active study of new materials. It was recognized that there were a number of useful multicultural materials already in existence, but many of them are "sitting on the shelf." The TIME project focused on this problem by using a training program to change the attitude of trainers (and teachers). As reported earlier, we found that many of them were able to take ownership of the issues of incorporating a multicultural perspective into their classrooms and few were able to illustrate this sense of ownership by developing new materials and units in multicultural education. It is suggested that it would be a highly productive effort in the future if a process approach similar to the TIME project were used to develop an evaluation and selection procedure for multicultural activities and materials which have already been developed.

Although the model in Figure 11 was primarily developed for training programs, it is also helpful in clarifying the results of the Special Evaluation Study. In contrast to their familiarity and use of resources in the training workshops, the TIME trainer/evaluators demonstrated a need for a different pattern of resources for the evaluation study. Our original plan for an interactive approach to assessment assumed that the trainer/evaluators would use the resources of their peers and colleagues and their own selves. However, as described earliers, the trainer/evaluators needed to be provided with more of the other resources such as materials (e.g. actual sample items) and modelled behaviors (e.g. more participation in data collection by TIME staff). This suggests that a future effort in developing an evaluation

capability in on-site staff should allow for a larger commitment of time and training so that the needed resources will be made accessible to project participants.

One final note is in order regarding the future usefulness of the findings of the TIME project. If the abundance of ethnic heritage materials evidenced in our trainer sites is at all typical, it is likely that the development of multicultural classrooms does not require more materials, but a better way to help teachers access and use them in their classrooms.

On a similar manner, although there are many resource centers which collect and inform users about multicultural materials, there is still a need to find some way to "turn teachers on" to actively seek and use the most appropriate materials for their particular teaching situations. Based on our experience this year, it is clear that the TIME project's training and support process offers one effective solution to the problem of moving ethnic heritage materials "off the shelves" toward their active implementation in the multicultural classroom.

APPENDIX A

Interim Report: Selected Sections

TRAINERS IN MULTICULTURAL EDUCATION PROJECT
Ethnic Studies Program (13.549)
Period: November 1, 1977 - March 31, 1978

INTRODUCTION

This is a progress report on the Trainers in Multicultural Education (TIME) Project at the Far West Laboratory, San Francisco, CA. The activities related to the three major components of this program are described in the following sections: I. Workshops for Trainers; II. Networking Activities; and III. Classroom Study Evaluation Activities. Because of the need to match the project activities with field training schedules, a great deal of our work to date has focused on the first two components. That is, the two workshops for trainers were conducted during the period covered by this report so that there would be time for the trainers to conduct their subsequent workshops for their teachers before the end of the school year. It is planned that the issues and findings of Component III will form a major part of the final report on this project.

During the conduct of this project to date, the Advisory Panel has played a most helpful role. The original group of four Advisors was selected on three criteria; (a) familiarity and experience with the training program proposed; (b) representation of ethnic minorities; and (c) leadership in the implementation and dissemination of early childhood training in this geographic area. At the end of last year, one of the Advisors went to work in Africa for a two year term. Before she left, she recommended a replacement for herself. Following approval by the Advisory Panel, the candidate was then invited to serve on the Panel. We feel that we are fortunate to have her accept this responsibility. She is very well qualified on all of the three criteria described earlier. Further,

the participation of an increasing number of Head Start trainers in our program means that the new Advisor will provide a particularly valuable expertise to our Panel. A copy of her vita will be found in Appendix E. The new Advisory Panel is as follows:

Advisory Panel

Name	Type of Organization	Ethnicity	Training Experience
Anchondo, Mary	Children's Resource Center	Chicano	5 yrs.
Bailey, Diedra (new member)	San Francisco Head Start	Black	10 yrs.
Baker, Bill	Alameda County Schools	White	30 yrs.
Iiyama, Chizu	Contra Costa Community College	Asian	29 yrs.

I. WORKSHOPS FOR TRAINERS (Dates: Nov. 14 - 18, 1977 & March 6 - 10, 1978)

A. Planning and Preparation

1. Selection of Participants

As shown in Figure 1 (see next page) the participants for Workshop I and II represented a variety of organizations and ethnic backgrounds. Our original proposal focused on working with three groups of trainers: the Alameda County schools, the Resource Center for San Francisco Childrens' Centers and Community Colleges. This list was later expanded to include trainers from Head Start and the Bay Area Bilingual Education project. Both of these groups have a major commitment to training staff in multicultural education.

In common with the other groups of trainers, the new additional organizations also will be able to continue to implement this training program beyond the termination date of our project. This is in keeping with our interest in acting as change agents in programs which are already established in the field, so that the impact of our project will not be limited to the period covered by our funding.

It should be noted that the need for staff development in multicultural education is of high priority in many types of educational settings. Each of the agencies and organizations contacted by us were eager to send their trainers to our workshops although the project paid for only mileage and lunch. They also paid for any additional staff costs during the time the trainers conducted worksnops for teachers and participated in the Special Study on evaluation.

FIGURE 1

Trainers in Multicultural Education

List of Participants

NAMES (in alphabetical order)	ORGANIZATION & ADDRESS	ETHNIC GROUP
Brownel, Diana **	S.F. Chapel Hill Head Start 2503 Bush Street San Francisco, CA	Anglo
Clark, Phyllis*/**	Pleasanton Unified School Dist. P.O. Box 130 Vintage Hills School Pleasanton, CA	Anglo
Delange, Christine	Children's Trauma Center 51st & Grove Sts. Oakland, CA 94609	Anglo
Dutt, Shakuntala **	S.F. Chapel Hill Head Start 2503 Bush Street San Francisco, CA	East Indian
Eng, Julie	S.F. Children's Resource Center 1501 O'Farrell San Francisco, CA	Asian
Frazier, Gloria**	So. Alameda Headstart 1800 West Street Hayward, CA 94545	Black
Gonzales, Lillian**	New Haven Headstart 33521-5th Street Union City, CA	Chicano
Gonzalez, Minerva**	BABEL Resource Center 2168 Shattuck Ave. Berkeley, CA.	Chicano
Harris, Zoanne	S.F. Children's Resource Center 1501 O'Farrell San Francisco, CA	Anglo
Hills, Dorothy	San Mateo Parents Nursery College of San Mateo 1700 Hillsdale Blvd. San Mateo, CA	Anglo
Kirschbaum, Norman*/**	Newark Unified School District P.O. Box 385 Newark, CA 94560	Jewish

FIGURE 1 (cont.)

NAMES (in alphabetical order)	ORGANIZATION & ADDRESS	ETHNIC GROUP
Knatt, Hazel*/**	So. Alameda Headstart 29150 Ruus Rd. Hayward, CA 94545	Black
Kuhns, Jan	Pleasanton Unified School Dist. P.O. Box 130 Pleasanton, CA	Anglo
Laniewski, Carol	San Lorenzo Unified School Dist. 15510 Usher Street San Lorenzo, CA	Anglo
Lehman, Yvette**	Chabot College 25555 Hesperian Blvd. Hayward, CA	Jewish
Lee, Shirley	S.F. Children's Resource Center 1501 O'Farrell St. San Francisco, CA	Asian
Lopez, Frank	S.F. Children's Resource Center 1501 O'Farrell St. San Francisco, CA	Spanish -American
McAfee, Phyllis	Mt. Diablo School District 205 Pacifica Ave. Pittsburgh, CA 94565	Black
Moore, Laverne*/**	Oakland Unified School District 2409 E. 27th Street Oakland, CA	Black
Newhart, Edie	Oakland Unified School District 120 Greager Dr. Moraga, CA 94566	Asian
Ng, Betty */**	BABEL Resource Center 2168 Shattuck Ave. Berkeley, CA 94704	Asian
Pennie, Hazel **	Oakland Unified School District 3931 Malcolm Ave. Oakland, CA	Black
Poe, Marie*/**	Contra Costa Co. Headstart 2265 Contra Costa Blvd. Pleasant Hill, CA 94523	Black

FIGURE 1 (cont.)

NAMES (in alphabetical order)	ORGANIZATION & ADDRESS	ETHNIC GROUP
Smart, Carol	Alameda Unified School District 400 Grand Street Alameda, CA	Anglo
Speer, Norma	Fremont Unified School District 5301 Curtis Ave. Fremont, CA	Anglo
Tasby, Sherryl	ECE Center 1697 Country Wood Ct. Walnut Creek, CA	Black
Warren, Del**	Pleasanton Unified School Dist. P.O. Box 130 Pleasanton, CA	Anglo

* Participation in Workshops I and II

** Participation in Evaluation Studies

The selection of actual participants involved the use of somewhat different procedures for Workshop I and II. The invitations for Workshop I were based on the preliminary commitments described in the proposal (first three groups of trainers described earlier). Unfortunately, the twenty trainers who signed up for Workshop I were not all able to participate because of unforeseen circumstances. First, there was a school strike in Oakland the same week as the workshop so that their trainers could not attend. Second, some trainers had personal problems on the weekend prior to the workshop (e.g., flu, a husband going in the hospital for emergency surgery, etc.) The absence of the Oakland group presented a problem in that they were scheduled to provide two out of the five teams to be involved in the evaluation study following the workshop. However, the other workshop participants volunteered to work in the study in place of the Oakland trainers (with a little gentle persuasion on our part!) so that we ended up with 6 teams instead of the 5 that had been planned. A discussion of this evaluation effort will be found in the Evaluation Activities Section of this report.

Based on the above experience, the procedure for selecting participants was changed for Workshop II in three ways: (1) We asked for recommendations from Workshop I participants and the Advisory Panel, based on their familiarity with the needs of field practitioners and the nature of our training program; (2) We followed up with a letter (see Appendix A) describing the program and requesting an early response; and (3) We decided to accept 26 trainers on the assumption that there might again be some unplanned attrition. These procedures resulted in a total of 22 trainers for Workshop II.

2. Preparation of Training Materials

The focus of Workshop I was the provisioning of the multicultural classroom. The major aspects of this provisioning were provided by three training units which included the following: (1) looking at the physical classroom (arrangement, availability of multicultural artifacts and materials, etc.); (2) the selection of reading materials (analysis of materials from an ethnic perspective such as "Black" or "chicano"); and (3) developing the social environment (role and participation level of parents and community members). For each of these aspects, multicultural training units were developed by adapting units and materials in early childhood education which had been developed and pretested earlier by this staff.

Workshop II was designed as a sequel to the first workshop. The provisioning aspects of the multicultural classroom was followed up by a focus during Workshop II on classroom activities. There were three training units on issues such as: (1) looking at classroom situations which may affect the self concept of children from different cultures; (2) developing a language program in a multicultural classroom; and (3) using multicultural materials in developing senses and perception (e.g., use of textures, patterns, tastes, sounds, movement, etc. from different cultures).

The preparation of the final training units required more time than had been anticipated. The nature of the adaptation was two fold: (1) to abstract from the original early childhood units those elements which would provide the most productive framework for a multicultural effort and (2) to add additional elements which would focus directly on multicultural content. The first task was related to the needs of the fild-based trainers in the program. In contrast to our earlier work with college-based trainers, we found that many school

districts did not have formal staff development programs; those districts which did have such activities were generally limited to 1-2 day workshops or sessions of half-days several times a month. This required a reconstruction of the original units so that the amount of training time required would be compatible with field needs, i.e., the original units contained an average of 86 pages and the TIME units averaged 65 pages. The reduction in the number of pages of pages was also cognizant of another need on the part of the trainers in that because of our budgetary limitations, each trainer was expected to make copies of the units for their own training needs.

The second task of adding multicultural elements was based on the assumption that much of the content in multicultural education should be embedded into the ongoing activities of the classroom. That is, "multicultural activities" should not be seen as an additional chore by the teacher. Rather, the training process should help the teacher to use the framework of sound early childhood education practice and to reexamine ways in which he/she can be a more effective teacher in a multicultural setting. For example, in the reconstruction of the unit on "Self Concept," a number of new classroom situations such as the following were added which were to be analyzed by the participants:

Christmas

Christmas time is approaching. A classroom of second grade children are busily cutting out and coloring Santa Clauses and candy canes from a mimeographed sheet and pasting them on the cover of manila folders. A Christmas tree is sitting on the window with lights and decorations made by the children.

Indicate rating: -4 -3 -2 -1 0 1. 2 3 4

(negative) (neutral) (positive)

Questions

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours. "

The need for this type of approach was illustrated by the responses of the trainers to the above situation. In contrast to an average of 10 minutes for the discussion of the other situations in the unit, this item consumed 25 minutes before it was agreed to table this discussion because of differences of perspectives: the illegality of celebrating Christmas because it is a religious holiday vs. it is unreal to ignore Christmas because "the child is surrounded by Chirstmas anyway." The following comment written in a participant's Workshop Diary highlights the problem of helping trainers understand the need for allowing time for open discussion and reexamination of sensitive multicultural issues:

Diary Question: What have you experienced today that was unenjoyable/trivial/confusing/annoying to you?

"The idea of whether or not Christmas should be taught or expressed at school seemed trivial to me. What's wrong with it? Why isn't it important? Christmas is a cultural thing. Christmas is a social thing. Christmas is in our T.V., radio,. It's in our stores, streets, our community. The children are exposed to Christmas for months before December 25th. So how can teachers ignore it? Children can learn so much from Christmas. Art, music, stories, language development, self concept, science."

It is ironic that although the trainer felt that too much time had been allowed for the discussion of this question, her extensive response indicates that she herself needed more time to share her opinions.

B. Conducting the Workshops

The overall purpose in conducting the workshops was to provide access to resources which had been proposed as being important in a multicultural training program. For the convenience of the reader, the preliminary program model for training is reproduced below (a description of the elements will be found in Appendix B):

Figure 2

Development of Teacher-Trainers

Stages of Development	Resources (X = primary resource) (x = secondary resources)			
	Materials	Modelled Behaviors	Peers and Colleagues	Self
Survival	X	x		
Consolidation	x	X	x	
Renewal	x	x	X	
Mature	x	x	x	X

The use of the workshops to provide the first resource (training materials which focus on training processes) has been described in the previous section. In addition, a Resource Sharing Table was provided with additional materials developed by local agencies and school districts. Throughout the workshops, there was a continuing effort to focus on issues related to helping teachers to use such materials. For example, one school district had developed two 3 inch binders full of multicultural activities for K-6 plus two additional 3 inch binders for the Chicano perspective and the Asian perspective in the history of California and the Western Hemisphere. Needless to say, there has been a great deal of resistance on the part of teachers to this type of

material because they feel that they already have enough to do. It is clear that multicultural training programs do not need to develop more activities; what is needed is some ways to help the teacher to "take ownership" so that such activity resources will be implemented at some level in the classroom. This means that the other resources in the training model are extremely important so that the focus of a training program is not limited to the "what" of multicultural education, but on "how" such materials might be used.

To provide access to the second resource of modelled training behaviors, during the workshops, there was a deliberate effort to provide examples of processes and techniques which are helpful in multicultural classroom situations. For example, in the analysis of classroom situations, participants were asked to go through a particular sequence of successive reexaminations of their own point of view as follows: (1) Analyse and rate it yourself; (2) Compare and discuss differences with partner; (3) Compare this analysis with the developer's point of view; (4) Partners present and discuss their analysis at this stage with members of their small group; (5) the small group presents their combined analyses to the total group. The purpose was to illustrate that each person brings a particular perspective to any situation and that the sensitivity of this perspective is related to the past experience (i.e., "culture") of that person. The focusing, sharing, reexamining and reconstructing of such perspectives provides a training situation in which participants can be comfortable in "exposing" and becoming aware of differences in perspectives. As might be expected, the use of this type of training strategy in multicultural education is particularly effective when the participants belong to a variety of cultural perspectives, as was the case in the group of trainers in these workshops (see Figure 1.)

In addition to structuring the workshops to provide examples of training strategies, the participants were asked to pay attention to such behaviors. They were asked questions such as "What was your own reaction to this activity and/or procedure?" "Would you use it with your teachers?" "In what ways would you modify it for your particular group of trainees?" etc. The participants recognized the value of taking such an introspective approach to the observation and practice of modelled behaviors as is shown in their evaluation comments (see later section).

Another aspect of modelled behavior was in the administration of the workshop. As one example, the notion of embedding or integrating a multicultural perspective into an ongoing program was illustrated through the use of foods from different cultures for the lunches and snacks (Burritos, Chinese Deem Sum, Quiches, Scandinavian Open Face Sandwiches, etc). During the texture and smell and taste activites for the Senses and Perception unit, a number of relatively unfamiliar vegatables were used and they were then incorporated into that day's lunch as part of a menu featuring North African lamb "Stone soup"*, salad, falafel and pita bread.

The third training resource provided by the workshops was the access to peers and colleagues. Many of the participants commented on the pleasure and excitement of being able to share and resolve common problems on a collegial basis. According to one group report on Workshop II, "Being teachers, we know what it's like to have your own classroom in your own realm... what was really exciting was the group experience. It gave us a lot of insight as to how well we could work together. We as teachers got together and came up with an

*The title of a children's folk story which was familiar to the participants. In this story, a beggar created a delicious soup out of a stone by cleverly persuading the townspeople to contribute the other ingredients.

activity. All of us with our creativity were able to put it all together and get lessons and blend our expertise. And also having our peers here to criticize and give constructive criticism has been very valuable, especially listening to people who have had the same experiences or who know that it will happen to them too.....we weren't afraid to say something or to say: "I don't understand that! It was really great because people were willing to tell you as much as they could..."

The fourth resource provided in the workshop was an emphasis on ways in which the participant's own personal "self" could be developed. One aspect of this was to provide an experiential base of multicultural activities because "as the trainer is trained, so shall he/she train." The success of this approach is shown by comments such as the following statement by a participant who is a Vice Principal, "The activities were very helpful in relating to children. Many times you create an activity for a child; you don't often get in there and play with the materials that you've cut out and made. You don't get in there and try to put those materials together and try to experience the concept through those materials. What we did, we had the chance to see our teaching in effect... I think that was really important for me and one thing I would like my teachers to experience is doing activities that they are brainstorming all the time instead of constantly testing them on the kids and then they flub..."

Another aspect of focusing on the resource of "self" was the structuring of the workshops so that participants were not merely passive recipients. They were required to be active in constructing their own versions of activities.

It has been our experience that this element of active construction is a key factor in the development of a sense of ownership on the part of program participants. As teachers, we are all familiar with the situation of the difference between getting an "A" in a course and having to teach the same course. In the same way, it is important for trainers to experience the process of internalization so that they in turn can provide a similar program for their teachers. The following sequence of levels of construction was provided for this purpose:

First level: To experience an activity or process for oneself.

Second level: To review the experience and to be introspective about one's own reactions to the activity.

Third level: To reexamine the experience in terms of how to use the activity with other learners.

Fourth level: To reconstruct, recreate and present one's own version of the experience.

Fifth level: To observe and listen to reactions to one's presentation and to apply the reactions in the re-construction of the experience for future use.

For example, in the "Language" unit each small group was asked to study one of the approaches in the unit used to elicit oral language and to lead the total group in their own version of that activity. In this unit, one activity is based on the idea of using the child's fantasy as a basis for language development and suggests the use of a fantasy experience which asks the participant to imagine a child playing with a balloon. During the Workshop, the group of trainers working on this particular approach reconstructed the process of using fantasy by having the other participants close their eyes

and imagine that they were in the midst of their favorite food. This was followed by asking for descriptions of "how do you feel," "how does it feel to move around in it," "now try to get out," etc. Participants were invited to use a variety of ways to express their fantasy, e.g., movement. They provided for the extension of this fantasy into a concrete media by having participants use colored play dough to construct models of their favorite food. Throughout the sequence of activities, the major underlying foucs was how to develop the child's language in a multicultural setting (e.g., to observe, record, take dictation, word banks, etc.)

During the Total Group discussion of these small group presentations, the trainers agreed that this type of creative activity was extremely helpful. Some felt that it was somewhat frustrating and challenging, but they all felt exhilarated by the experience. At the same time, some trainers felt that their own teachers needed to be led step by step through one or more of the activities in the unit before they could be asked to do this type of independent, creative activity.

One of the unforeseen benefits of providing this type of access to the "self" was reported by a trainer who had also attended Workshop I. She stated that this approach during the first workshop had "turned her on" to her own resources and creativity so that she felt confident about developing a unit on the Dashiki. (See Appendix C). During Workshop II, she gave a glowing description of the success of this activity. This was accompanied by a set of slides, sample dashikis made from fabrics dyed by the children and a tape of one class singing the Dashiki song. During the weeks following Workshop II, this same trainer has been involved in having children make and fly Chinese kites out on the playground!

C. Evaluating the Workshops

The evaluation efforts connected with the workshop were designed for a number of different purposes: (1) To obtain information which would be helpful to the participants; (2) To provide models of types of instruments and procedures which can be used for this purpose, and (3) To provide information for the staff on the effectiveness of the workshop.

In keeping with the intent of this project to provide ways for participants to "take ownership," the focus of the evaluation activities was on the types of information which would emphasize the usefulness of evaluation to the participants themselves. As we discussed this issue with the participants, the traditional forms of evaluation are generally for the purpose of collecting information for "others" (i.e., administrators, researchers, school districts, project directors, etc.) rather than for monitoring one's own growth.

To accomplish these purposes, the workshops provided four types of sample strategies: (1) To structure feed back sessions throughout the week so that participants could obtain reactions to their efforts from the other participants; (2) To provide a Daily Diary for personal use; (3) To provide a mechanism to review and quantify what each of them had gained out of the workshop experience; and (4) To allow time for a "show and tell" session. Item 1 has already been described and items 3 and 4 are described in the networking section of this report. The forms used for items 2 and 3 will be found in Appendix D. The Daily Diary was used to provide participants with a way of writing down their reactions at the end of each day. This was to avoid the problems of the usual end-of-the-workshop feedback session in which participants write general, global comments because they cannot remember what happened during the week, particularly during the early part of the week. On the last day of the workshop, the participants

were asked to review their own diaries for themselves and to reflect on what had happened to them during the week's workshop. They were then asked to work in small groups to discuss their Diaries and to develop a small group report for presentation to the total group. They were asked to focus on their own changes from the beginning of the workshop and to consider ways in which any negative reactions could be anticipated and dealt with in their own training situations.

The small group discussions required a much longer time than had been anticipated. The participants became thoroughly involved in sharing what they themselves had felt and experienced during the week and the resulting presentations were very extensive. It was interesting to note that each of the negative comments in a small group report was invariably rebutted by the comments of another group. The following are some examples of this interaction:

Negative	Positive
"The first day I was feeling that some of the instructions were confusing and I kept wanting to go to my neighbor..."	"We got off on talking about how we felt about being here. And how the first few days we were kinda reserved... Then we transposed that over to how it must feel for a kid to come into a class and how long it takes a kid to feel like himself and trusting. And then we went on to how it must feel for adults to relate to us as teachers, particularly if they're different than the teacher..."

Negative

"I was appalled at the presentational manner of material. Great material, great ideas, but they were presented in a way in which they were almost putting you to sleep and you couldn't be heard."

"It's a criticism of all teachers that we at times try to force too much into a space of time... we tried to pile too many experiences into too short of a time. For example, in the touch and smell activity there were too many items...."

Positive

"Some of us had some feelings of (Resource trainer)'s voice... we appreciated _____'s voice because she forced you to tune in. Most teachers will increase their voice to get louder, but _____--that was her style, and if you were gonna benefit from it, you had to tune in on it."

"Some of the other comments said that we try to do too much in these sessions. But I found it very valuable to experience all of these things; and then to have the critique. Just the experience of experiencing all of these things was very valuable, and I wouldn't want to see us try to cut it down... it might take months to do some of these things....Even though it was frustrating at times, .. you still had the opportunity to feel what the activity was about. That was very valuable."

Negative

Positive

"I think you really need to provide teachers with a frustrating experience occasionally because they don't realize that they're doing the same things to kids when many times they do the exact same thing. And I think by sometimes doing it, it lets them feel that and maybe in turn back off a little bit on what they're doing in their lessons and class."

(The following comment made by a White participant refers to a small group presentation of self portraits (see Appendix E.)

"I'm beginning to object at these multicultural meetings and workshops to the preoccupation of skin tones and skin color by many adults. Because I have never been aware of somebody's skin color. I'm aware of personalities, but color doesn't affect me. And when I talk to children or I'm working with someone, I don't see them referring to that Yellow child, that Black child. I was brought up that people are people. I am getting the feeling that it is a preoccupation that the first thing

(There were a number of trainers who disagreed strongly with this statement.) The following are some of their reactions.

"The whole world doesn't share that attitude. I agree that's a beautiful attitude to have. I think that's a taught thing. I don't think you come by that naturally..."

"People and kids learn through their senses. Kids do see their differences in skin color, hair and shape of eyes. And I think we better recognize it and teach the differences. I think we get in trouble with denying this with kids...."

Negative

we look at a person, we say,"what color are you?" And that I object to. You know me for me. My color changes from day to day, from hour to hour and from mood to mood. When I am angry I am one color; when I am relaxed I am another color. And this is true of everybody!"

Positive

"But as far as the skin color situation, that is an obvious thing that actually separates people in this society. An individual needs to take a look and understand that it's all right to be different. Different does not mean inferior. A lot of our people have been taught that if you're not the same color as I am, you are inferior. Within the black race, there are all kinds of colors. There are black people, take my own family, they're as dark as they can come, and there are many of them that you would think they were white. But we're all black, and there is prejudice within color. Because it's the light one with the new Indian type hair, you get one kind of treatment. If you're black with the real nappy curly hair, there's something else. That does occur in families. People have to learn a right to be different...and one of the things we use is the skin color type of games. It is important to begin to understand your own self image---who you are, what you are, and comparing and talking with each other and getting an understanding."

Following the Diary sharing session, the participants were asked to turn in their Diaries (with names cut off) so that the staff could have this information for the planning of future workshops. In looking over these Diaries, we counted up the number of positive and negative comments as follows:

Figure 3

Daily Diary Comments

Sessions	Positive Comments (no.)	Negative Comments (no.)
Day 1	36	11
Day 2	31	5
Day 3	32	7
Day 4	30	4

In looking over the nature of this data, we became aware of some interesting characteristics:

- There are many more positive comments than negative comments.
- The level for positive comments stayed pretty much the same for all days.
- The level for negative comments dropped after the first day.
- The nature of the negative comments changed: the first day included general complaints about the noise level of the room (loud air conditioner) and unfamiliar directions and conflicts with usual school hours, e.g., "I don't like any agenda after 3-3:30." The complaints during the latter part of the week related more to specific activities, e.g., "The use of paper bags made it hard to smell the vegetables." In some cases, these negative comments were later rebutted in the large group

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PRE & POST TESTS I AND II

FINAL COPY OF PHASE I

PRE-TEST FOR TIME

PROJECT PRE-TEST

12/12/77

3. Using the form below, indicate the number of area types that are present in the room.

   Note: if the classroom has no learning areas, other than student desks, skip to Form Three.

A. PRIVATE AREA: A small enclosed area only big enough for 1-2 children. No materials are normally stored in the area and there is no indication that the area is set up for a specific type of classroom activity. There are no chairs and tables in the private area. ☐

B. INDIVIDUAL FREE-WORK AREA WITH SEATING: A working area such as a desk and chair. The area is only big enough for 1-2 children. There is no indication that the area is set up for a specific type of classroom activity or for any one particular child. ☐

C. LEARNING CENTER WITH SURFACES FOR SITTING WORK: A partially closed area with surfaces for seating work such as tables and chairs. The area is big enough for at least 3 but no more than 6 children. The area is set up for some specific types of activities and child-accessible materials that are used in the activity are stored in the area. ☐

D. LEARNING CENTER WITHOUT SURFACES FOR SITTING WORK: A partially enclosed area with space for children to work while standing up or sitting on the floor. The area is big enough for 3 but no more than 6 children and is set up for some specific types of activities. Child-accessible materials used in the activities are stored in the area. ☐

E. GENERAL CLASSROOM ACTIVITY AREA: This is an area with working surfaces such as tables where at least 5 but no more than 12 children can work together. The kinds of activities and materials used in this area could easily change from day to day. ☐

F. LARGE-GROUP FREE AREA: This is a large group area where all or most of the class could meet at the same time. Basically it is a large open area in the classroom. There are no or few tables and chairs occupying the area. ☐

II. INTERVIEW QUESTIONS

1. In what ways do you think your classroom is a multicultural classroom?

2. Do you plan to make any changes in your classroom during the coming year? If so, please describe.

Planned Changes	Reason

FINAL REPORT

TRAINERS IN MULTICULTURAL EDUCATION

Ethnic Heritage Studies Program

Submitted by:

Masako M. Tanaka, Ed.D.
Principal Investigator

Steven P. Stripp, M.A.
Field Coordinator

July 31, 1978

ASSESSMENT OF PROVISIONING THE MULTICULTURAL SOCIAL AND PHYSICAL ENVIORNMENT OF YOUNG CHILDREN

The following assessment instrument combines observational checklists and teacher interviews for the evaluator to complete. It will take approximately 40-60 minutes to complete. Upon completion, please return to:

Mr. Steven Stripp
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

Teachers Name _____ Date _____

School _____ Observer _____

I. Classroom Observation

1. Use the chart on p. 2 to enter the number of types of multicultural materials and resources present and what cultural group they represent. Walk around the room and tally the number of items which fit each category. Enter how many of them (each type of multicultural material or resource) are present which represent Asian culture, Black culture, and so on. In the first column, give examples of the materials. For example, if a classroom has 2 books about Black people and 3 about Native-American, enter the number "2" under Blacks and the number "3" under Native-Americans in the row 1 labeled books. For the last column(s), specify which other cultures are represented. At the end of the tour, total up the tallies for each category. For example, if a classroom has 2 tallies for books about Black people in the reading area and 3 in the Art area, enter the number "5" under Blacks in the row labeled books.

1. Multicultural Materials

MATERIALS	PLEASE GIVE EXAMPLES	CULTURE GROUP Asian	Black	Native American	Spanish Speaking	Other
1. Books or magazines						
2. Cooking or eating utensils						
3. Musical instruments						
4. Food (materials)						
5. Costumes or Clothes						
6. Flag or emblems						
7. Pictures or Paintings						
8. Records or tapes						
9. Figures or statues						
10. Toys and games						
11. Movies or slides						
12. Artifacts or displays						
13. Empty cans, boxes, cartons						
14. Cut out pictures (ethnic materials)						
15. Clay or Wood products						
16. Puzzles						
17. Other (please specify)						
18. Other (please specify)						

MATERIALS	PLEASE GIVE EXAMPLES	CULTURE GROUP					
		Asian	Black	Native American	Spanish Speaking	Pacific Islander/ Hawaiian, Filipino	Other (specify)
1. Books or magazines (Count only one of multiple copies)							
2. Cooking or eating utensils							
3. Musical instruments							
4. Food (materials)							
5. Costumes or Clothes							
6. Flag or emblems							
7. Pictures or Painting, Charts, Photographs. Cut out pictures (ethnic materials).							
8. Records or tapes							
9. Figures or statues/ artifacts or displays							
10. Toys and games							
11. Movies or slides							
12. Empty cans, boxes, cartons							
13. Clay or Wood products							
14. Puzzles							
15. Text & resource text (incl. Encyclopedia)							
16. Other (please specify)							
17. Other (please specify)							
18. Other (please specify)							

2. Multicultural Social Resources.

Ask the teacher about each adult who participated in classroom activities in the past month. For each adult that did participate, ask what cultural group they represented and whether they were a parent, teaching staff, community person, etc.

Place a tally mark in the form below for each adult mentioned by the teacher

		Culture Group				
	Example	Asian	Black	Spanish Speaking	Native American	Other
Resources						
19. Parents						
20. Teaching Staff						
21. Community persons						
22. Other (specify)						
23. Other (specify)						
24. Other (specify)						
25. Other (specify)						

3. Using the following form, indicate the number of times people have conducted or participated in the activities described below during the previous month. For example, the first activity listed below is: "prepares exhibits or displays." If the teacher and five parents did this together, place a "1" below "Teacher" and a "5" below "Parents."

Physical Provisioning	Teacher	Other Staff	Parents	Community Adults	Other (Specify)
Prepare exhibit and displays					
Help to donate and contact local sources of multi-cultural materials					
Social Provisioning					
Translates children's stories into their own language					
Supervise pasting of multi-cultural pictures, for scrapbooks and display					
Demonstrate use of multi-cultural art materials and activities					
Prepare multicultural lesson plan with help of teacher to teach specific skills and concepts					
Work with children in small groups on multi-cultural games					
Conduct story hour, using books of many cultures					
Help with planting of school garden with vegetables of different cultures					
Help bi-lingual children					

Social Provisioning (cont.)	Teacher	Other Staff	Parents	Community Represent.	Other (Specify)
Help with transportation on trips to multicultural excursions.					
Share aspect of own cultures with the children, e.g., music, dance, food, etc.					
Help in parent-group meetings on multi-cultural issues					
Help the teacher plan special multicultural activities					
Book Selection					
Help and select books					
Help define multicultural guidelines for selecting books.					
Help analyze books using multicultural guide-lines					

PHASE I:

ASSESSMENT OF
PROVISIONING MULTICULTURAL
ENVIRONMENT OF YOUNG CHILDREN

The following assessment instrument combines observational checklists and teacher interviews for the evaluator to complete. It will take approximately 30 minutes to complete. Upon completion, please return to:

Mr. Steven Stripp
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

Posttest I
3/1/78

Teachers Name _____ Date_____

School _____ Observer _____

I. Classroom Observation

1. Use the chart on p. 2 to enter the number of types of multicultural materials and resources present and what cultural group they represent. Walk around the room and tally the number of items which fit each category. Enter how many of them (each type of multicultural material or resource) are present which represent Asian culture, Black culture, and so on. In the first column, give examples of the materials. For example, if a classroom has 2 books about Black people and 3 about Native-American, enter the number "2" under Blacks and the number "3" under Native-Americans in the row 1 labeled books. For the last column(s), specify which other cultures are represented. At the end of the tour, total up the tallies for each category. For example, if a classroom has 2 tallies for books about Black people in the reading area and 3 in the Art area, enter the number "5" under Blacks in the row labeled books.

II. LESSON PLAN RECORDING

1. Ask the teacher if you may look over the lesson plans for the previous month or if no plan is available, ask the teacher for a brief interview.

Use the chart on page 6 to enter the number of each type of activity which occured in during the previous month.

Record each activity tally under the appropriate ethnic group where the plans indicate such a focus.

NOTE: Before completing page 6 ask the teacher if there were any changes in the activity plans for the previous month.

Where there were additional activities or substitute activities record them on the tally sheet.

TEACHER PRODUCT TALLY SHEET

Using Classroom Plans from Previous Month

ACTIVITY	MULTI/ETHNIC GROUP FOCUS					
	Asian	Black	Chicano	Pacific Islander	Other (Specify)	None Indicated
eading, telling stories						
usic: Listening, Playing, singing						
ield trips & walks						
ooking sessions						
ance: watching or dancing						
r watching or a g						
ames						
ilms/ filmstrips/ slides						
bserving individual children						
arent participation						
ther (specify)						
ther (specify)						

II. NETWORKING ACTIVITIES

The conception of this component has undergone more revision than in the other two components of Training Workshops and Evaluation Studies. The original conception of networking was to collect and make multicultural materials available to trainers in our project. It was found that this would not be an advisable procedure because of a variety of reasons such as the following:

1. Many school districts and organizations already have extensive collections of the usual published materials.
2. Some of the groups have developed additional materials of their own but have problems in sharing:
   a. They only have a few copies
   b. The materials are still in draft form and need to be revised
   c. The materials are too bulky and/or fragile to send (e.g., kits and boxes of concrete materials, models, dolls, etc.)
   d. There is a risk of having materials plagiarized without appropriate credits being given.

We also explored the notion of developing a directory of multicultural resources in the Bay Area, but this was not feasible because of the problems of accurately describing the materials, e.g., the item "Chinese doll" may refer to dolls which reinforce undesirable stereotypes.

After much discussion with both our Advisory Panel and our project trainers it was decided that the most appropriate way to provide access to multicultural resource materials and people was to structure the workshops so that there would be time for "share and tell" sessions. This meant that the trainers brought in multicultural materials developed and/or used successfully in their own programs. These materials were then available for browsing during the workshop. Toward

the end of the workshop week, there was an opportunity to use a one-hour period and the lunch hours for presentations. The reactions to this arrangement were generally enthusiastic ("It was great!", "In this way, we don't duplicate each other's effort," "I liked sharing resources that I can in turn share with my staff," etc.) There was one mixed reaction: "Sharing time was fun and enjoyable but somewhat drawn out. But, I really can't think of how to shorten it!"

Throughout this sharing process, there was an emphasis on the value of looking at both the content of the materials and how the materials are used. The personal experience of the trainers with each of the materials was extremely helpful in persuading other trainers to try them out. Further, by providing opportunities for trainers to present their own materials, other trainers were able to make direct contact and find out specific information regarding availability, cost, usefulness, consultants, and resource people used in the development process, etc.

Again, the showing of creative products developed by the trainers themselves encouraged other trainers to feel that they too could create resource materials for their own programs.

In response to requests by the trainers, the following materials were xeroxed during the workshop and distributed to the trainers:

- Edible portraits (unit created by a small group in the Workshop)
- M.A.P. - Multicultural Assistance Program price list
- The Beautiful Dashiki - Poem, Multicultural Lesson, and story. (unit created by trainer)
- 36-page collection of ethnic recipes (donated by trainer who teaches Ethnic foods cooking courses).
- Langauge Experience Activity Utilizing Ethnic Musical Instruments (unit created by small group).
- Cinco de Mayo: May 5, 1862 (unit developed by Fullerton Schools, Foreign Language Dept.)

- o The Jewish Culture: A Teacher's Guide-Orientation and History
- o Suggestions for enhancing multicultural aspects of the preschool program. (Contra Costa County Head Start).

In addition to material resources the participants in each workshop were unanimous in asking for the addresses and phone numbers of other participants so that they could use them as resource people in their programs. This list was provided at the end of each workshop in the form of a rolled up diploma (tied with a ribbon!).

As part of this networking approach in Workshop II, the trainers were also provided with a Networking Record form on which they could list the numbers of resources they had learned about during the workshop. The purpose of this Record was twofold: (1) To provide some information to our staff on the effectiveness of the workshop as a sharing mechanism and (2) To provide feedback to the participants so that they could also "take credit" for their participation. The following is a brief summary of these Records (see Appendix D for copy of this form).

Category	No. of items	Sample Items
Materials	9 - 500	Kit on "Day of the Dead", Dashikis designed by children, Dashiki Unit, Workshop handouts, Multicultural recipes, Books and units on display, 3-D Objects of different cultures, GAC Library at the Laboratory, Cultural artifacts on display, Self Concept situation cards, etc.

Category	No. of items	Sample Items
Teaching Activities	10 - 200	Process used in language unit; drawing pictures representing feelings; use of edible portraits; small group presentations; Sense Walk; use of different modalities; use of art and movement as extensions; "Signing in" as good ice breaker activity; use of smell with fruit and vegetables, etc.
Training Processes	3 - 50	Working from a smaller group to a larger group; sensory approaches; how to guide fantasy experiences; sharing personal experiences, how to observe and record spontaneous language; activity/participatory approach, how to deal with negative/positive perspectives; pacing; how to integrate analysis and introspection into program; how to develop multicultural program by beginning with participants own experience, etc.
Resource People	10 - 30	"Everyone" at the workshop; resource trainers; other specific participants; Headstart trainers; ECE coordinators; etc.
Resource Organizations	1 - 15	Specific school districts who have developed the multicultural materials on display; Japanese-American Curriculum Project; Bay Area Bilingual Education League;

	Sample Items
Resource Organizations (cont.)	ECE programs in different school districts, Far West Laboratory, Children's Centers Resource Centers, School Districts Resource Centers, Mexican Museum, Museum of Man, Multicultural Assistance Program, Trauma Center for special problems, Head Start, etc.

There has been an unexpected outcome of the networking session in one of the workshops in the form of an extension of the share and tell sessions of the Workshop II. A number of trainers felt that they had additional materials and information that they had not been able to share, either because of lack of time or because the materials were unavailable during the workshop period. They decided they needed to have another informal session to "catch up" with each other. As a result, we have been invited to the home of one of the trainers during May for a pot luck supper. The hostess will show some slides on her recent trip to Mainland China and the other trainers are planning to bring their own materials to share.

The networking activities have also included the dissemination of information about the project in response to a number of inquiries and visitors to the Laboratory. The most formal presentation was made at The Western regional meeting of the Society for Research in Child Development (February 26, 1978) on the topic of Multicultural Education: An Interactive Approach to Evaluation. The chairperson of our session has proposed that we repeat our presentation at the next conference of the National SRCD group so that this will provide us with another dissemination opportunity.

DAISHIKI UNIT

Developed by trainer participant

Poem: The Beautiful Dashiki

Sometimes short, sometimes long
Your hips or toes I'll touch
I feel so warm
I'm worn with pride
You'll like me very much

You can see me anywhere
I'm known the world around
Like joining hands in brotherhood
With friends in every town

I traveled here from Africa
My colors like the sun
Flowing warm and comfortable
I smile on everyone

I speak in many languages
Words we have all defined
Love and peace and friendship
A dress for all mankind

You saw me on the street today
Or at a church or dance
I'm proud that people notice me
And take that extra glance

And when I go to Washington
Our President will say
"My, that's a fine dashiki
I'll buy my own today."

Written by Laverne Moore
Ellen Vaughn

SONG: "DASHIKI IN THE WINDOW"
Tune: ("How Much Is The Doggie In The Window")

Chorus

How much is the dashiki in the window?	window
The one with the long pointed sleeves,	sleeves
How much is the dashiki in the window?	window
I do wish you'd buy it for me.	for me

I'm yearning to have my own dashiki,	dashiki
The one with bright colors so gay,	so gay
I wish I could have my own dashiki,	dashiki
So I could feel happy all day.	all day

Do you like the dashiki in the window?	window
The one with the African print,	print
Oh I'd love to wear the pretty dashiki,	dashiki
It will be worth the money you spent.	you spent

When I have my favorite dashiki,	dashiki
I'll look in the mirror and say,	and say
Dashikis look good on everybody,	everybody
From Oakland to distant Bombay.	Bombay

From Scotland came plaids in kilts all pleated,	pleated
From Spain came the gauchos and vest,	vest
From Africa came this fine dashiki,	dashiki
And I have one simple request;	request

Chorus

How much is the dashiki in the window?	window
The one with the long pointed sleeves,	sleeves
How much is the dashiki in the window?	window
I do wish you'd buy it for me.	for me

Written by Laverne Moore and
Ellen Vaughn

* Repeat the underlined words.

MULTI CULTURAL LESSON Grades 3-6
(DASHIKI)

Objective: To use an ethnic garment as a vehicle to stimulate and motivate creativity in the use of oral and written language.

Materials:

drawing paper
crayons
pencils/pens
felt tip pens

Procedures:

Sequence of Lesson

1. Discussion
2. Draw a picture
3. Creative writing

1. DISCUSSION:

a. Write the word dashiki on the chalkboard, or elicit correct spelling from student volunteers.

b. Show a real dashiki or a picture of one to initiate discussion. e.g. personal experiences, colors, style length, origin if known, etc. (You might need to ask questions to get discussion started or you may use the subsequent questions:

-What do you know about the dashiki?
-Why do you suppose people wear them?
-If you had a dashiki, where would you wear it?
-How many of you have dashikis? Did you buy or have them made?
-Would you like to wear a dashiki? Why or Why not?

c. After the discussion, use the following hypothetical situation: " Your school is having a dashiki fashion show, and a prize will be given to the person with the most unique and different creative design. You want to win the big prize."
Instruct students to close their eyes and visualize the dashiki they are wearing in the fashion show.

note (You may give the above hypothetical situation while their eyses are closed).

d. Instruct students to open their eyes and ask each one to give an oral description of his/her (visualized) dashiki.

2. DRAW PICTURE

Pass out art paper and ask students to draw their dashiki.

3. CREATIVE WRITING

Finally, encourage students to write a story, poem, or song about their dashiki.

OTHER SUGGESTED ACTIVITIES:

Make a Dashiki- use material or newspaper
Complete story- (see attached)
Write a description of a dashiki
Dashiki fashion show or parade
Dashiki Day- January 20th (Everyone is encouraged to wear a dashiki).

MOVIE: "THE BLUE DASHIKI" (March 13th)

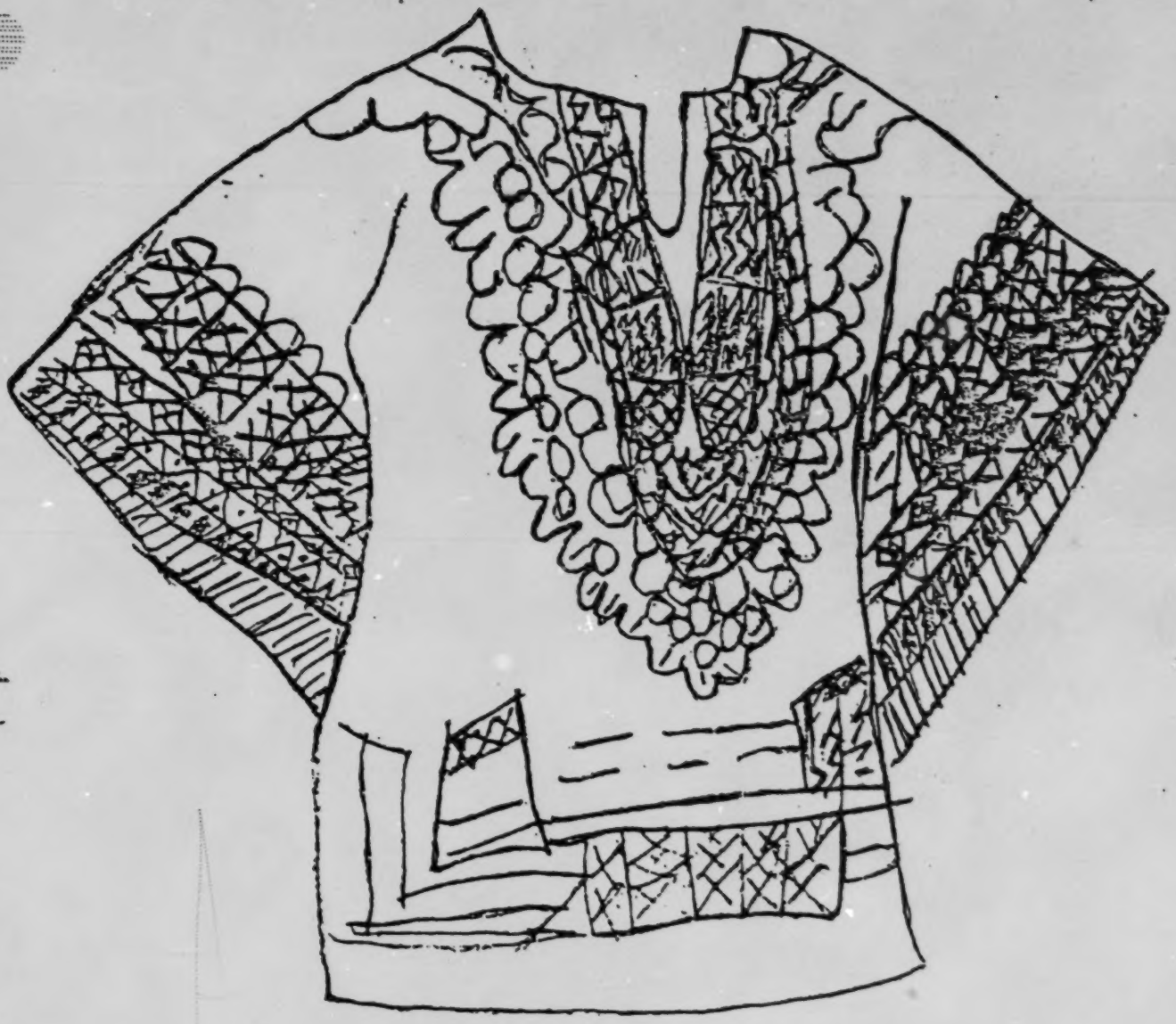
MUSIC: "DASHIKI IN THE WINDOW" Tune of "How Much Is The Doggie In the Window"

POEM: "THE BEAUTIFUL DASHIKI"

Pre School- Second Grade Activities

1. Make miniature dashikis using fabric or paper
2. Tie dye dashikis
3. Color ditto picture
4. Illustrate and/or dramatize story of "Dashiki In The Window" (see attached)
5. Discuss sizes, colors, shapes-(use ready made dashiki)

-What color do you see?
-Name the geometric shapes that you see?
-What other shapes do you see? etc.



Color and write a story about the dashiki

16. A Nigerian drummer wearing a dashiki

Jefferson, E. Louise, "The Decorative Arts Of Africa", Viking Press, N.Y.

MULTI CULTURAL WORD PUZZLE

(DASHIKI) Grades 1-3

DIRECTIONS: Draw a circle around each word found in the list below.

C	O	L	O	R	F	U	L	G	I	D	C
E	T	D	A	N	E	H	K	L	N	P	H
M	A	A	F	R	I	C	A	O	D	L	I
O	S	S	D	C	R	O	T	M	I	R	L
H	S	H	O	R	T	T	D	G	A	N	D
N	R	I	R	V	B	T	N	I	N	U	RI
I	H	K	O	W	W	O	A	Q	R	F	E
G	E	I	C	E	L	N	C	F	G	Q	N
R	O	M	I	E	T	H	N	I	C	T	V
W	E	R	W	E	A	R	O	P	B	V	Z
M	A	K	E	B	B	C	Y	S	B	U	V
S	L	R	I	G	L	K	J	H	Y	A	S

Dashiki Africa India long short make buy children boys girls ethnic colorful cotton wear

MULTI CULTURAL WORD PUZZLE

(DASHIKI) Grades 3-6

DIRECTIONS:

Draw a circle around each word found in the list below.
The words are located in all directions, horizontally(across), vertically (up and down), diagonally (slanted) and backwards.

"The Dashiki....the inspiration is African, and the origin is India."

E	T	S	A	D	I	G	N	I	T	Y	O	G	G	R	G	M	N	S	A
M	A	K	E	O	P	S	H	O	R	T	M	S	N	A	O	O	Y	W	F
O	S	E	V	I	P	A	L	E	R	O	L	L	R	O	I	E	P	R	R
L	R	E	W	A	A	D	S	S	I	U	U	M	D	T	K	R	B	A	I
C	O	T	T	O	N	R	U	K	F	F	E	O	A	R	E	T	U	P	C
N	H	L	C	A	E	O	I	R	I	N	A	R	U	S	A	S	Y	P	A
I	E	O	C	E	L	H	P	T	T	Y	I	T	E	D	E	S	I	G	N
G	D	H	I	E	S	R	U	N	N	P	I	A	T	C	N	A	H	N	E
I	I	O	V	A	U	A	A	H	S	A	U	R	H	I	I	N	D	I	A
R	R	R	D	S	E	F	B	N	P	E	N	O	N	Y	R	R	E	M	C
C	P	A	T	B	N	N	I	R	N	C	I	C	I	L	O	N	G	H	R
N	P	O	P	U	L	A	R	T	A	O	Q	E	C	L	Y	T	F	U	N
E	E	L	P	O	E	P	S	K	L	T	U	D	F	H	U	E	S	N	G
N	E	S	L	E	E	V	E	S	S	I	E	H	L	O	W	E	A	R	R

wear	long	inspiration	Africa	people
beautiful	short	dignity	Dashiki	pride
make	hues	panels	garment	buy
popular	design	cotton	fun	ethnic
unique	origin	India	ethnic	

STORY: "THE HERITAGE DAY PARADE"

"Mom", said Kevin, "next week we're going to have a "Heritage Day Parade" at school and the teacher said that everyone could wear clothing that represented their culture." "That sounds like a great idea!" said mother, "but what are you going to wear?" "Gee, I don't know. My friend Roberto said he's going to wear his new pancho and sombrero that his parents brought back from Mexico. Jay is going to wear his Indian clothing with real feathers, and his father is going to buy him a real bow and arrow to go with it."

"It seems that everybody has something to wear except me", said Kevin. "Now, don't give up", said mother, "you can wear a dashiki." "A dashiki! What's a dashiki?" asked Kevin. "A dashiki looks like a shirt, except that it's loose fitting and has long pointed sleeves with lots of abstract designs and has many bright colors. As a matter of fact, here is a picture of one in this magazine."

"Does the dashiki represent our culture, mom?" "Our ancestors came from Africa and so did the dashiki. Originally, it was worn by many tribes who had many different names for it." "Why then is it called the dashiki?" asked Kevin. "I'm not sure, son, but I heard that the people in America gave it the name. I've also heard that the colorful fabric came from India." "From India", asked Kevin? "Yes, said mother, "so you see, the dashiki really came from two great countries. It's a universal garment, and today people of all races and colors wear it. It's a symbol of pride and dignity", said other.

"Then it's all settled, I've made up my mind, I'm going to wear a dashiki in the parade! I can just see myself now, walking in the parade with my chest stuck out with pride and my head held up high."

Mother laughed and said, "Just make sure that your head is not so high that you can't see where you're going."

"Where can we buy a dashiki?" asked Kevin. "Downtown," said mother. "As a matter of fact, that's where we're going now. Are you ready?"

(Kevin and his mother went downtown to buy a dashiki. Just as they were about to enter the big department store, there it was in the window, the most beautiful dashiki they'd ever seen.)

"Look mom", said Kevin, "this must be our lucky day!" "I believe you're right, son. I wonder how much it costs, I don't see a price tag on it. That shouldn't be too hard to find out, let's go to the children's department."

(As they entered the department, a saleslady approached them and said, "May I help you, please?". Kevin said, "I want to see a dashiki just like the one on display in the window."

To Kevin's surprise, there was a whole rack of dashikis of all sizes and colors. He tried on every one of them, and not a single one fitted him, they were either too small or too large. Kevin looked at his mother with tears in his eyes and said, "None of them fit, what am I going to do?"

What will Kevin and his mother do now?

TASK #1. Complete the story, either orally or written.

TASK #2. Draw or find pictures that would illustrate this story.

TASK #3. Dramatize story. Make puppets for story.

Mrs. Harris had sent a note home with Jimmy
saying he was going to wear something special for the
Heritage Day Parade.

"Since your great, great, great, great grandparents
came from Africa a very long time ago, maybe
a dashiki would be a good shirt to wear."

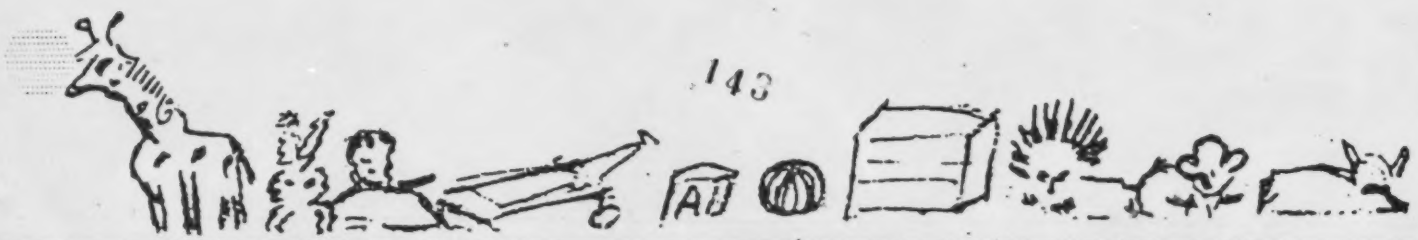
Jimmy knew about dashikis. His cousin Johnny
was going to wear his. Also, his teachers had
shown the class pictures of African people
in their dashikis.

"If you like, tomorrow, after
school you and I can go down-
town and buy one," said his
mother.

The next day, the department
store was very crowded. Janu-
ary sales were on and there
were people everywhere.
They stopped at the scarf
counter while Jimmy's mother
fumbled in her purse for
a sample of material.
She let go of his hand and

Jimmy left her side for an instant. Then he
he took hold of the hand that was offered him
d started up the escalator.

Oh! What fun it was, rising up, up higher,
higher. He could see the little people below --
up, up to the second floor, round the corner
and on to the moving stairs again - up, up
he could see the toys getting smaller, smaller



And then on the third floor, he looked up and was about to ask his mother if he could have a toy when he saw that this lady whose hand he was holding was not his mother at all but a stranger. He suddenly felt very cold and miserable.

"Who are you? You are not my Jerry. Oh my Goodness!" Her hand felt cold and her voice made Jimmy shiver. "What's your name? Where is your mother?"

He wanted to say something but he could even say his name. Where was mama?

"Oh, please don't cry!" said the disturbed lady; she was almost crying herself.

"We'll find her. Take my hand."

And down the escalator they went - down, down, past the toys which were now a blur - round the corner, down, down to the first floor and there she was, looking so anxious, Jimmy's mother. She hadn't moved from the scarf counter and at her side, holding her hand was a boy Jimmy had never seen before.

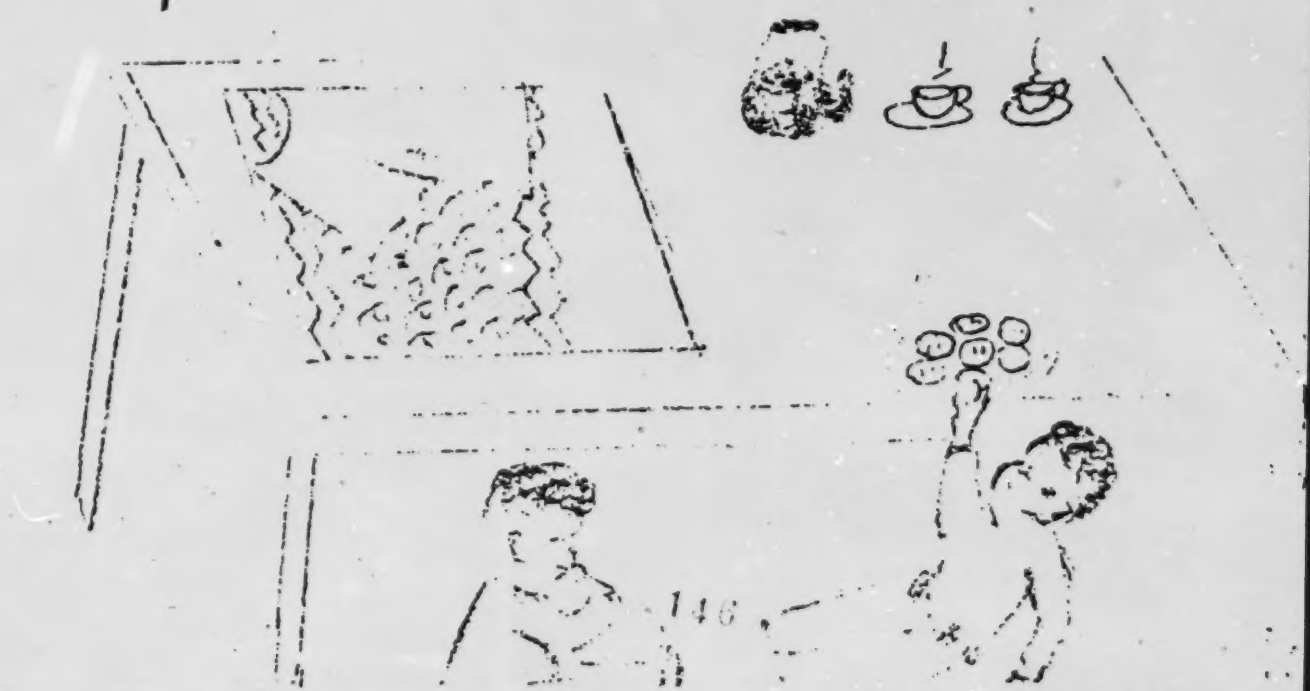
"Hi, Mon," said Jerry. "This lady likes my dashiki."

the boy's mother ran to give him a hug!

Jimmy flew to his mothers arms. She held him tight. Then she looked up and said to the lady, "Thankyou. Thankyou" nothing else, for she was almost crying herself. Then in a happy voice that make Jimmy feel much better; she extended her hand and said, "I'm Rebecca Jones. And this is Jimmy."

"My name is Dorothy", said the lady, "and this is Jerry. By the way, do you sew? If you like, you can borrow our dress pattern and make one for Jimmy."

"Would you like to come to tea?" asked Jimmy's mother.



2. Using the form below, indicate the number of area types that are present in the room. Do not count personal desks of teachers or students.

   Note: if the classroom has no learning areas, other than student desks, skip to next page.

A. PRIVATE AREA: A small enclosed area only big enough for 1-2 children. No materials are normally stored in the area and there is no indication that the area is set up for a specific type of classroom activity. There are no chairs and tables in the private area. ☐

B. INDIVIDUAL FREE-WORK AREA WITH SEATING: A working area such as a desk and chair. The area is only big enough for 1-2 children. There is no indication that the area is set up for a specific type of classroom activity or for any one particular child. ☐

C. LEARNING CENTER WITH SURFACES FOR SITTING WORK: A partially closed area with surfaces for seating work such as tables and chairs. The area is big enough for at least 3 but no more than 6 children. The area is set up for some specific types of activities and child-accessible materials that are used in the activity are stored in the area. ☐

D. LEARNING CENTER WITHOUT SURFACES FOR SITTING WORK: A partially enclosed area with space for children to work while standing up or sitting on the floor. The area is big enough for 3 but no more than 6 children and is set up for some specific types of activities. Child-accessible materials used in the activities are stored in the area. ☐

E. GENERAL CLASSROOM ACTIVITY AREA: This is an area with working surfaces such as tables where at least 5 but no more than 12 children can work together. The kinds of activities and materials used in this area could easily change from day to day. ☐

F. LARGE-GROUP FREE AREA: This is a large group area where all or most of the class could meet at the same time. Basically it is a large open area in the classroom. There are no or few tables and chairs occupying the area. ☐

II. INTERVIEW QUESTIONS

1. In what ways do you think your classroom is a multicultural classroom?

-In terms of materials provisioning-

-In terms of social provisioning-

2. Do you plan to make any changes in your classroom during the coming year?

   If so, please describe.

Planned Changes	Reason

TIME PROJECT

PRE-TEST (I) SCORING CRITERIA

Revised 2/23/78

SCORING INSTRUCTIONS

Page 2

1. Combine the following categories:

   a. 7 and 14, combine with these two any "Charts" or "Posters" categories that may be listed separately.

   b. 9 and 12.

   c. Combine under one category all resource books, text books and encyclopedia.

2. Count the following if they are Non-European or Non-Anglo cultural groups;

   a. One point for each materials category (after combined as stated above) with at least one tally

      N= _____ 2A

   b. One point for each cultural group* with at least one tally

      N= _____ 2B

   c. One point for each tally; where culture is unspecified, delete. N= _____ 2C

Page 3

   a. Count the number of Non-European or Non-Anglo cultural groups** mentioned - one point each

      N= _____ 3A

* Cultural Group can be: national group, language or dialect group, ethnic group, or sub-cultural group.

** Count a specific group only once. If a specific group and a more general are both mentioned, give them each a point, i.e., Hawaiian = 1 pt., Pacific Islanders = 1 pt.

Pages 4 - 5

A. Count each tally for adults classroom participants who were not teachers or other staff.

N_A = _____ 4A
score

B. Count all tallys of adult classroom participants

N_B = _____ 4B
score

C. One point for each type of activity of social provisioning

N_C = _____ 4C
score

Page 6

AREA TYPES

AREA TYPE	# OBSERVED	MAX # OF POINTS	SCORE	PLUS	# MENTIONED IN PLANNING (8Ea-f)	MAX # OF POINTS	FUTURE SCORE
A		2		+		2	
B		2		+		2	
C		1		+		1	
D		2		+		2	
E		1		+		1	
F		1		+		1	
		9				9	
			TOTAL PRESENT SCORE				TOTAL FUTURE SCORE

Page 7 INTERVIEW QUESTION 1

Mark each response with the letter code or codes for the criteria applicable.

For material provisioning:

A. One point for each category or type of multi-cultural material provisioning mentioned. (i.e., books, films; also credit activity names i.e., art, stories, if physical materials are not mentioned.)

N= _____ 7A

B. One point for each non-European or non-Anglo culture mentioned (also credit mixed ethnic i.e., Anglo & ....)

N= _____ 7B

For social provisioning:

C. One point for each type of multi-cultural social activity mentioned.

N= _____ 7C

D. One point for each non-European, or non-Anglo culture mentioned.

N= _____ 7D

Page 8 INTERVIEW QUESTION 1

Mark each response with the letter code or codes for the criteria applicable.

For material provisioning:

A. One point for each category or type of multi-cultural material provisioning mentioned. (i.e., books, films; also credit activity names i.e., art, stories, if physical materials are not mentioned.)

N= _____ 8A

B. One point for each non-European or non-Anglo culture mentioned (also credit mixed ethnic i.e., Anglo & ....)

N= _____ 8B

For social provisioning:

C. One point for each type of multicultural social activity mentioned in planning.

N= _____ 8C

D. One point for each non-European, or non-Anglo culture mentioned.

N= _____ 8D

E. One point for each classroom area type which is a planned addition. See page 6 for definition of area types. Label each area type by its appropriate letter; i.e., Area C=2, Area A=1, etc.

8E a=_____ b=_____ c=153 d=_____ e=_____ f=_____

3. Using the form below, indicate the number of area types that are present in the room.

Note: if the classroom has no learning areas, other than student desks, skip to Form Three.

Do not count personal desks of students or teacher.

A. PRIVATE AREA: A small enclosed area only big enough for 1-2 children. No materials are normally stored in the area and there is no indication that the area is set up for a specific type of classroom activity. There are no chairs and tables in the private area. ☐

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D. LEARNING CENTER WITHOUT SURFACES FOR SITTING WORK: A partially enclosed area with space for children to work while standing up or sitting on the floor. The area is big enough for 3 but no more than 6 children and is set up for some specific types of activities. Child-accessible materials used in the activities are stored in the area. ☐

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F. LARGE-GROUP FREE AREA: This is a large group area where all or most of the class could meet at the same time. Basically it is a large open area in the classroom. There are no or few tables and chairs occupying the area. ☐

TALLY SHEET PRE-TEST I

ID#_____ C/E_____ ELE/HS_____

Material provisioning score _____

2C _____

Cultural diversity score _____

2B_____ + 7B_____ + 8B _____ = (CD score) _____

Multi-cultural materials diversity score _____

2A _____ + 7A _____ + 8A _____ = (MCMD score) _____

Balance scores: Present _____ Future _____

See tally-quota system in scoring instructions.

Cultural Diversity (Social Provisioning) Score _____

3A _____ + 7D _____ + 8D _____ = CD (SP) _____

Social Provisioning Score _____

4C _____ + 7C _____ + 8C _____ = SP _____

Community Participation Score _____

4A _____ 4B _____ $\frac{4A}{4B - 4A}$ = CP _____

TIME PROJECT

POST-TEST I SCORING CRITERIA

Revised 3/7/78

SCORING INSTRUCTIONS

Page 2

1. Combine the following categories:

   a. 7 and 14, combine with these two any "Charts" or "Posters" categories that may be listed separately.

   b. 9 and 12.

   c. Combine under one category all resource books, text books and encyclopedia.

2. Count the following if they are Non-European or Non-Anglo cultural groups;

   a. One point for each materials category (after combined as stated above) with at least one tally

   N= _____ 2A

   b. One point for each cultural group* with at least one tally

   N= _____ 2B

   c. One point for each tally: where culture is unspecified, delete. N= _____ 2C

Page 3

AREA TYPES

AREA TYPE	# OBSERVED	MAX # OF POINTS	SCORE	PLUS	# MENTIONED IN PLANNING (5Ea-f)	MAX # OF POINTS	FUTURE SCORE
A		2		+		2	
B		2		+		2	
C		1		+		1	
D		2		+		2	
E		1		+		1	
F		1		+		1	
		9				9	
			TOTAL PRESENT SCORE				TOTAL FUTURE SCORE

Page 4 INTERVIEW QUESTION 1

Mark each response with the letter code or codes for the criteria applicable.

For material provisioning:

A. One point for each category or type of multi-cultural material provisioning mentioned. (i.e., books, films; also credit activity names i.e., art, stories, if physical materials are not mentioned.)

N= _____ 4A

B. One point for each non-European or non-Anglo culture mentioned (also credit mixed ethnic i.e., Anglo & ....)

N= _____ 4B

For social provisioning:

C. One point for each type of multi-cultural social activity mentioned.

N= _____ 4C

D. One point for each non-European, or non-Anglo culture mentioned.

N= _____ 4D

Not used at posttesting

Page 5 INTERVIEW QUESTION 1

Mark each response with the letter code or codes for the criteria applicable.

For material provisioning:

A. One point for each category or type of multi-cultural material provisioning mentioned. (i.e., books, films; also credit activity names i.e., art, stories, if physical materials are not mentioned.)

N= _____ 5A

B. One point for each non-European or non-Anglo culture mentioned (also credit mixed ethnic i.e., Anglo & ....)

N= _____ 5B

For social provisioning:

C. One point for each type of multicultural social activity mentioned in planning.

N= _____ 5C

D. One point for each non-European, or non-Anglo culture mentioned.

N= _____ 5D

Not used at posttesting

E. One point for each classroom area type which is a planned addition. See page 6 for definition of area types. Label each area type by its appropriate letter; i.e., Area C=2, Area A=1, etc.

5E a=_____ b=_____ c=_____ d=_____ e=_____ f=_____

3. Using the form below, indicate the number of area types that are present in the room.

Note: if the classroom has no learning areas, other than student desks, skip to Form Three.

Do not count personal desks of students or teacher.

A. PRIVATE AREA: A small enclosed area only big enough for 1-2 children. No materials are normally stored in the area and there is no indication that the area is set up for a specific type of classroom activity. There are no chairs and tables in the private area. ☐

B. INDIVIDUAL FREE-WORK AREA WITH SEATING: A working area such as a desk and chair. The area is only big enough for 1-2 children. There is no indication that the area is set up for a specific type of classroom activity or for any one particular child. ☐

C. LEARNING CENTER WITH SURFACES FOR SITTING WORK: A partially closed area with surfaces for seating work such as tables and chairs. The area is big enough for at least 3 but no more than 6 children. The area is set up for some specific types of activities and child-accessible materials that are used in the activity are stored in the area. ☐

D. LEARNING CENTER WITHOUT SURFACES FOR SITTING WORK: A partially enclosed area with space for children to work while standing up or sitting on the floor. The area is big enough for 3 but no more than 6 children and is set up for some specific types of activities. Child-accessible materials used in the activities are stored in the area. ☐

E. GENERAL CLASSROOM ACTIVITY AREA: This is an area with working surfaces such as tables where at least 5 but no more than 12 children can work together. The kinds of activities and materials used in this area could easily change from day to day. ☐

F. LARGE-GROUP FREE AREA: This is a large group area where all or most of the class could meet at the same time. Basically it is a large open area in the classroom. There are no or few tables and chairs occupying the area. ☐

TALLY SHEET POST-TEST I

ID#_____ C/E_____ ELE/HS_____

Material provisioning score _____

2C _____

Cultural diversity score _____

2B_____ + 4B_____ + 5B _____ = (CD score) _____

Multi-cultural materials diversity score _____

2A _____ + 4A _____ + 5A _____ = (MCMD score) _____

Balance scores: Present _____ Future _____

See tally-quota system in scoring instructions.

PHASE II:

ASSESSMENT OF

MULTICULTURAL ACTIVITIES

OF YOUNG CHILDREN

The following assessment instrument combines observational checklists and teacher interview questions for the evaluator to complete. It will take approximately 40-60 minutes to complete. Upon completion, please return to:

Mr. Steven Stripp
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

Pretest II
Revised 3/10/78

Score Sheet for Pre and Post Tests II

Child Products:	Pre-Test	Post-Test	Differences Pre-Post
Tally/N			
Diversity, n= (no. of kinds of products)			
Ethnic Groups:			
a. tally for group/n			
Anglo			
Asian			
Black			
Chicano (Sp. Sur)			
Filipino			
Other _____			
b. diversity for ethnic groups			
Anglo			
Asian			
Black			
Chicano (Sp. Sur)			
Filipino			
Other _____			
Teacher Products:			
Diversity of Activities			
Ethnicities*			
TOTAL NO. OF TEACHER PRODUCTS			

* count non-Anglo, non-European

Teachers Name _____ Date _____

School _____ Observer _____

Grade Level _____

A Follow Through class? Yes _____ No _____

I. CLASSROOM OBSERVATION

1. Use the chart on p. 2 to enter the number and types of child products present in the classroom. Walk around the room and tally the number which fit each category. Add new categories for products not mentioned on p. 2. Look on the walls, in desks and/or cubbies, on book shelves for child products.

DO NOT count WORKBOOK - type products or teacher made ditto sheets which do not permit individual responses.

Time your observation(s) to maximize the products available; i.e., observe Thursday after school or Friday before class or at lunch time if the children usually take their products hom on Friday afternoon.

(Teacher fill in these t ly.)

CHILD PR TS TALLY SHEET

2

Child's Name	Ethnicity	Own Photo	Painting	Drawings	Crafts	Clay-Wood Products	Picture Diction-ary	Dictated Stories	Child's Records	Ind. Word Bank	Sentence Writing	Other (Specify
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												

(Teacher [redacted] ll in these two only)

CHILD PRO[redacted] TALLY SHEET

[redacted] 3

Child's Name	Ethnicity	Own Photo	Painting	Drawings	Crafts	Clay-Wood Products	Picture Dictionary	Dictated Stories	Child's Records	Ind. Word Bank	Sentence Writing	Other (Specify)
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												
27.												
28.												

CHILD PROF TALLY SHEET

(Teacher to fill in these two) Child's Name	Ethnicity	Own Photo	Painting	Drawings	Crafts	Wood Products	Picture Dictionary	Dictated Stories	Child's Records	Ind. Word Bank	Sentence Writing	Other (Specify)
29.												
30.												
31.												
32.												
33.												
34.												
35.												

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Ask the teacher the following questions:

1. What cultures have you studied in your classroom this past year?

2. Are there cultures that you plan to include in future studies? (if yes, ask which cultures.)

PHASE II:

ASSESSMENT OF

MULTICULTURAL ACTIVITIES

OF YOUNG CHILDREN

The following assessment instrument combines observational checklists and teacher interview questions for the evaluator to complete. It will take approximately 40-60 minutes to complete. Upon completion, please return to:

Mr. Steven Stripp
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

Please enter any comments or recommendations on the back page(s) of the instrument.

Post-test II
Revised 5/22/78

LEVEL OF INDIVIDUALIZATION

1

Teachers Name _____ Date _____

School _____ Observer _____

Grade Level _____

A Follow Through class? Yes _____ No _____

I. CLASSROOM OBSERVATION

1. Use the chart on p. 2 to enter the number and types of child products present in the classroom. Walk around the room and tally the number which fit each category. Add new categories for products not mentioned on p. 2. Look on the walls, in desks and/or cubbies, on book shelves for child products.

DO NOT count WORKBOOK - type products or teacher made ditto sheets which do not permit individual responses.

Time your observation(s) to maximize the products available; i.e., observe Thursday after school or Friday before class or at lunch time if the children usually take their products home on Friday afternoon. Ask teacher to fill in child's name and first initial and ethnicity on the following pages.

Developer: Dr. Masuko Tanaka

(Teacher to fill in these two only.)

CHILD PRODUCTS TALLY SHEET

Child's Name	Ethnicity	Own Photo	Painting	Drawings	Crafts or Cut-Outs	Picture Dictionary or Story	Dictated Stories	Sentence Writing	Other (Specify)	Other (Specify)	Other (Specify)	Other (Specify)
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												

(Teacher to fill in these two.)

CHILD PRO[illegible]S TALLY SHEET

Child's Name	Ethnicity	Own Photo	Painting	Drawings	Crafts or Cut-Outs	Picture Dictionary or Story	Dictated Stories	Sentence Writing	Other (Specify)	Other (Specify)	Other (Specify)	Other (Specify)
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												

(Teacher to fill in these two.)

CHILD PRO[illegible] TALLY SHEET

Child's Name	Ethnicity	Own Photo	Painting	Drawings	Crafts or Cut-Outs	Picture Dictionary or Story	Dictated Stories	Sentence Writing	Other (Specify)	Other (Specify)	Other (Specify)	Other (Specify)
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												

II. LESSON PLAN RECORDING

1. Ask the teacher if you may look over the lesson plans for the previous month or if no plan is available, ask the teacher for a brief interview.

Use the chart on page 6 to enter the number of each type of activity which occured in during the previous month.

Record each activity tally under the appropriate ethnic group where the plans indicate such a focus. Record any parent participation during classroom activities.

NOTE: Before completing page 6 ask the teacher if there were any changes in the activity plans for the previous month.

Where there were additional activities or substitute activities record them on the tally sheet.